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ABSTRACT

Six curriculum modules for Ace Mailing, a San Francisco communications and mass mailing firm, are presented. Ace Mailing was one of four small businesses involved in Project EXCEL, a workplace literacy project that focused on literacy and basic skills training for limited-English-proficient (LEP) workers. The modules are as follows: (1) Ace Basics; (2) Stuff It, Seal It, Sort It, & Send It; (3) Getting the Job Done; (4) May I Help You?; (5) Forms Made Easy; and (6) Special Delivery: Pronunciation at Work. The modules each contain a brief teaching guide divided into units as well as a listening script and answer key. (Contains 7 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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MODULE 1 ACE Basics

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INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company President,
Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "the Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce so that productivity can be maximized. At Ace Mailing, this translates into the workers' ability to read and understand work orders, and to perform the tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.



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Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.



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TEACHING GUIDE

This module is specifically designed for limited English proficient adults who need to learn basic skills and language in order to function effectively at Ace Mailing, Inc. The English proficiency level of the workers in this class ranges from ESL level 50 to level 100. All of the students are of Hispanic origin with Spanish as their native language. They all have very limited education in their native countries. Some have never taken an English class in the United States before while several others have taken a semester or two of Adult Basic Education at a local community college center.

This text is a beginning, competency-based text that attempts to integrate coping skills and functional language with essential language forms, vocabulary, and cultural information needed for the American workplace.

There is a wide variety of activities within each unit to reinforce language use. Because teamwork and cooperation are so essential in the workplace, opportunities for pair practice and group interaction are important components of this module. Each unit affords practice in listening, speaking, reading and writing. Lessons are self-contained and lend themselves to a format in which one or two activities may be completed within a one hour class period. Teachers may choose to expand, rearrange, or omit a particular activity when appropriate. Material from different units may be taught simultaneously to keep the class interested and motivated.

Below is a listing of some features and activities that are included in the workbook. There are also suggested activities to provide extended practice for students.

Visuals

Visuals are a vital part of teaching. Pictures, hand drawings, photographs and real objects add realism and relevance to the learner and enable students (especially beginning students) to attach immediate meaning to a situation. Every competency can be pre-taught by using visuals to introduce the new subject. Flashcards are great tools to have for beginning classes. They can be used to introduce vocabulary and lend themselves to quick, periodic review of key vocabulary. Pictures in the text can be enlarged and made into flashcards for the purposes of introducing and reviewing words. New topics and exercises should be pre-taught before students turn to their texts.



Tape

All dialogues and listening activities are pre-recorded on tape. The tape gives students opportunities to hear different voices and speaking styles. It also allows for consistent repetitious listening usually needed in a beginning class.

Dialogues

Dialogues introduces the language in context and the competency. It is the core from which other activities and expansions in the unit emerge. The dialogues are intentionally short, no more than eight or nine lines, to ensure easy listening and repetition. The following steps are recommended in the presentation of a dialogue:

1. Setting the Scene

Use visuals to generate an impression of what the dialogue might be about and what language might be used. Teach core vocabulary and expressions so that students are prepared to comprehend the dialogue.

2. Listening to the Dialogue

Once the scene is set, the class listens to the dialogue on tape. The dialogue may be played several times for discussion of meaning and oral practice. The teacher can play the tape and stop at the end of a phrase or sentence for students to repeat after it. This way the teacher can check their listening and give them opportunities for controlled oral practice.

3. Repetition of the Dialogue

Once the students demonstrate an understanding of the dialogue, the teacher can model the dialogue for further repetition. First, the teacher repeats all the lines of the dialogue and the students repeat after her. Then the teacher takes one role (A) and the students (B). The roles are reversed for another practice of the dialogue. Next, the teacher divides the class in half. One half assumes one role, the other half, the other role. Finally, pairs of students practice the dialogue while the teacher circulates to listen for problem areas, offering assistance as needed.



4. Drills

As the teacher is practicing the dialogue, it may become obvious that additional drilling of particular phrases needs to be introduced before the dialogue as a whole can be practiced. Aside from the repetition drill mentioned above, a teacher may need to introduce other mechanical drills such as chain, substitution, and transformation drills for further practice to make the new language natural. If students have difficulty repeating a phrase, a "backward buildup" can be used.

5. Further Practice

On subsequent days, further practice of the dialogue can be carried out in small groups or in pairs. The teacher can cut up the dialogue into strips. The students are to figure out the order of the strips and then practice the dialogue among themselves once they have the dialogue in front of them. Later, A and B strips may be assigned to each pair partner to make the oral practice more challenging. One partner gets the A strips and the other, B strips. They are told not to look at each other's lines. They then must listen carefully to each other to proceed through the dialogue. This exercise allows for good listening, speaking and reading practice.

Listening Activities

Ample listening exercises are provided and recommended to check student comprehension of the material presented. The use of fillins and listen and circle activities are used to help guide students with their listening and make them accountable for their listening efforts. The teacher can play the tape several times. Once for the students to listen to and perform the task at hand and a second time in case they miss anything the first time around. The students can then switch papers to correct each other's answers. This allows for another opportunity to listen. When the class goes over the exercise together as a whole, the teacher should play the tape one more time for corrections. Because the students are at a beginning level, they usually do not mind repetitious listening. When the students are asked to correct each other's papers, it enhances their ability to self-monitor which is a good language learning skill to acquire at the earliest stages of second language acquisition.



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Interviews

Many units in the text include one or more interview activities. These activities are designed to help students use previously practiced language in less controlled situations. Students use the language for the purpose of obtaining real information from their partners and later share this information with the rest of the class. The first student asks the questions and another responds. The first student listens carefully, asks for repetition or clarification, and takes notes to share information with the class at the conclusion of the activity.

To prepare students for this type of activity, the teacher should first model each question, have students repeat, and check comprehension. The teacher then asks for a volunteer to help model the exercise for the other students. Students are then asked to interview the people closest to them or stand up and roam around the room to ask others. As students proceed with the activity, the teacher circulates, provides assistance if needed, and identifies problem areas for practice later. The final step is for the students to report back, sharing and discussing the information they have obtained. This kind of exercise allows for some writing practice and reading of simple grids.

Pair Practice Activites

Pair practices are used and recommended throughout the module. Different parts of a dialogue can be substituted with words suggested by the teacher or students. Students practice a particular dialogue over and over again substituting a different term each time until new structures become natural. Teachers should model the activity several times with an instructional aide or a student so that other students understand what is to be done during a paired activity. The teacher should circulate during pair practices to monitor progress. The teacher can provide further practice on problem areas with the whole class at a later time.

Information Gap Activities

In information gap activities (Student A/Student B), each partner has different information. Students must communicate in order to complete a task. This type of practice is challenging because if communication is not clear or inadequate, the task cannot be completed. The steps for information gap activities are the same as for paired activities except that in information gap activities students cannot look at each other's papers. It is crucial that the teacher prepares students well for this kind of exercise. A dialogue usually precedes an information gap activity and gives students a model of the type of language they are expected to use with a particular activity. The teacher then models the first one or two tasks with students before asking them to work with each other on their own.



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Reading and Writing Activities

Most of the reading and writing done in class is at the word or sentence level. Here are some activities suggested for reinforcing students' reading and writing skills:

1. Picture-Word Match-up

This exercise works well as a paired activity. Person A has a set of pictures and person B has a set of matching words. The two students work together to make appropriate matches. Make sure each partner understands his or her role so that one does not do the work for the other. This allows the slower students an opportunity to contribute. Modeling the language and the procedure for this exercise for students helps them see the purpose and goals of this exercise.

2. Dictations

Dictations reinforce with writing the content which has been previously practiced orally. They help students correlate written English with spoken English. Teachers can summarize a unit or a competency by selecting a few words, phrases, or sentences that are essential for dictation. The teacher reads the words or sentences at normal speed and the students write the words perceived by them on a piece of paper. If they do not catch all the words, they should be allowed to ask for repetition as often as necessary. Some students may peek into their workbooks or at others' papers. This is fair game for them because they must know what to look for and where to look for the right answers. Students are then paired or grouped to compare and correct each other's sentences. teacher circulates around the room for assistance. students are then called to put their answers on the board. By the time the words or sentences are written on the board, they are The teacher then goes over the remaining usually 90% correct. problem areas.

For a low level class, a teacher can help students out by drawing blanks for words in each sentence on the board during correction time. students go up to the board to write the sentences out according to the number of blanks drawn. The teacher checks for problems, and then proceeds to have the class repeat the corrected sentences. To provide further oral practice, the teacher can do a "disappearing board trick." The teacher erases more and more words from the board until students can eventually repeat the sentences without much or any written representation at all.



3. Scrambled Sentences

Scrambled sentences work very well for beginning students. They make for a good small group activity. Sentences are enlarged and cut into individual word or phrases and are placed in envelopes to be passed out to each student group. Students work together to put the sentence or sentences together. When they believe they have the words appropriately placed in order, they are asked to write the sentences on the board. Some teachers like to have the students hold the words up and line up in front of the class in correct order. This way, the other students can help correct and read the sentences out loud. Students learn well and enjoy this activity because they are able to physically arrange and rearrange the words.

Many of the activities mentioned above can be made more exciting by introducing an element of competition into the activity. Prizes and honorable mention can be given to an individual student or groups of students for successfully completing an activity first.

Listed above are just some of the more successful interactive reading and writing activities used in our classrooms. Many more creative techniques can be found in current ESL literature and textbooks to reinforce the learning of classroom material.



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Acknowledgement of contribution to Module 1 course material:

Kathleen Kelley Beal; Entry to English Literacy-Book 1 and 2; Steck-Vaughn Company.

Christine Bunn and Sharon Seymour; Stepping Out; Collier Macmillan.

Tim Harris; Practical English 1; HJB Publishers.

Autumn Keltner and Gretchen Bitterlin; English for Adult Competency 1; Prentice Hall, Inc.

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Lee Mosteller and Bobbi Paul; Survival English; Prentice Hall, Inc.

Yvonne Wong Nishio; Longman ESL Literacy; Longman, Inc.



OBJECTIVES OF MODULE 1

Module 1 is designed to familiarize Ace Mailing employees with classroom instruction and procedures, review the basic components of written English and the numeric system, introduce the importance of casual communication in the workplace, and help workers follow and respond to instructions with emphasis on confirming and asking for clarification when communication breakdowns occur. The aim of the activities in this module is to enable workers to feel more comfortable in a classroom setting, encourage workers to initiate and respond to casual interpersonal exchanges at work, and follow instructions with greater ease and efficiency.

Students will be able to:

- 1. Read and write English alphabets in upper and lower case forms.
- 2. Read, write and comprehend numbers.
- 3. Make personal contact with co-workers and staff: greetings and small talk.
- 4. Ask and respond to personal information questions.
- 5. Fill out a simple personal information form.
- 6. Confirm information and ask for clarification.



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Say the dialogue.



A: What's your full name?

B: My full name is _____

Read and write about you.

CIRCLE: MS. NAME: _____

MISS MRS. MR.

CIRCLE: MR. MS. MISS MRS. NAME: _____

Mr.

Ms.

Miss (Last Name)

(First Name)

Mrs.



Say the dialogue.

A: Excuse me. What's your first name?

B: My first name is Ana.

A: Please spell it for me.

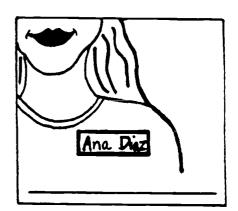
B: A - n - a.

A: What is your last name?

B: My last name is Diaz. D - i - a - z.

A: D - i - a - z?

B: Yes. That's correct.



Ask your teacher and classmates for their names and write the information below:

	Teacher	Student 1	Student 2
What is your first name?		·	
What is your last name?		·	



UNIT 2: GREETINGS

Vocabulary: Good morning.

I'm fine.

Good afternoon.

I'm OK.

Good evening.

Pretty good. / Not bad.

Dialoque 1

A: Good morning, Bob. How are you?

B: I am fine. And you?

A: Pretty good.

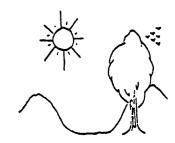


Dialogue 2

A: Good afternoon, Chris. How are you?

B: I'm fine, thanks. And you?

A: Not bad.



Dialogue 3

A: Good evening, Maria. How are you?

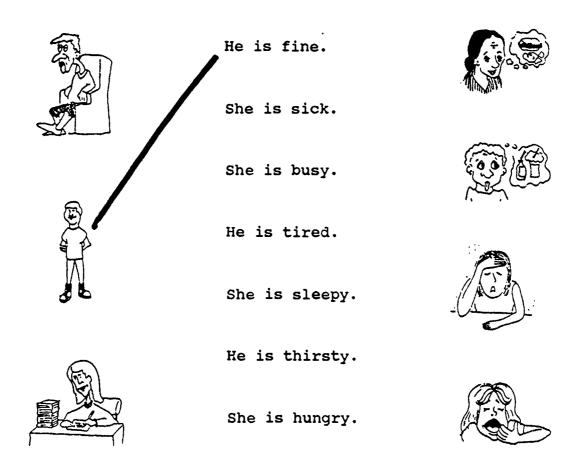
B: I'm fine. And you?

A: I'm OK. Not bad.





Match sentences to pictures.



Fill in the missing verbs and their contracted forms.

1.	I AM tired.	Im	tired.
2.	You sick.		sick.
3.	She sleepy.		sleepy.
4.	He thirsty.		thirsty
5.	I hungry.		hungry.
6.	You busy.		busy.



Vocabulary: Have a nice day!

Thanks, you too.

Have a nice evening! Same to you.

Have a nice weekend!

Dialoque 1

A: Goodbye! See you tomorrow. Have a nice day!

B: Thanks, you too!





Dialoque 2

A: Bye! Have a nice evening!

B: Thanks, you too!

Dialogue 3

A: Bye! See you Monday. Have a nice weekend!

B: Thanks. Same to you!



Vocabulary: How was your weekend?

How was yours?

How was your vacation?

It was great.

It was alright.

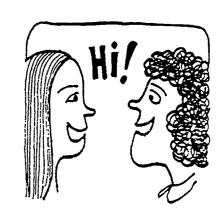
Not so good.

Dialogue 1

A: Julio, how was your weekend?

B: It was great. How was yours?

A: Not bad.



Dialogue 2

A: Tony, how was your long weekend?

B: It was alright. And yours?

A: Not bad.

Dialogue 3

A: Sandy, how was your weekend?

B: Not so good.

A: Why? What happened?

B: I was sick all weekend.

A: Oh, that's too bad. I hope you feel better now.





UNIT 3: TIME

Say the dialogue.



A: What time is it?

B: It's <u>6:00</u>.

A: Thank you.

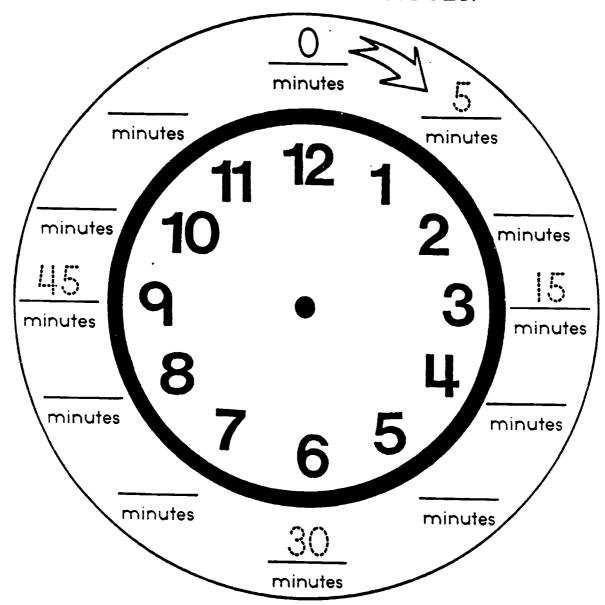
B: You're welcome.

Say the time.

- 1. 6:00
- 2. 3:00
- 3. 9:00
- 4. 1:00
- 5. 11:00

- 6. 12:00
- 7. 8:00
- 8. 4:00
- 9. 10:00
- 10. 7:00

WRITE THE NUMBERS FOR MINUTES.



USE THE CLOCK. SAY THE TIME.

Hour Minutes

1:15

9:30

3:45

7:00



Listen and circle the time you hear.

1. A





























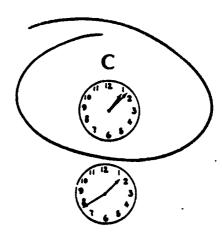




























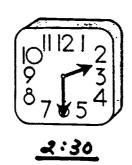


Write the time.

TIME

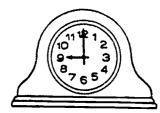
1. What time is it?



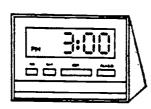




2. What time is it?

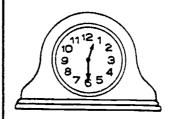


3. What time is it?



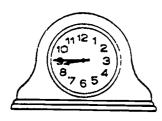


4. What time is it?



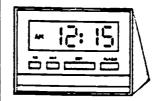


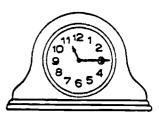
5. What time is it?



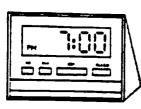


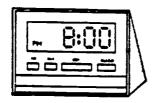
6. What time is it?



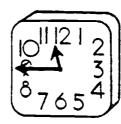


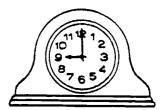
7. What time is it?





8. What time is it?







UNIT 4: TELEPHONE NUMBER

Exercise 1

Listen and circle the number you hear.

A. 536-4212

(536-4202)

B. 345-9762

345-9752

C. 454-8976

454-9976

D. 778-2056

778-2046

E. 626-1139

636-1139

F. 255-7509

251-7509

Exercise 2

Listen and write the missing numbers.

- A. 5 9 8 -3257
- **8.** 289-____82
- C. 742-62____
- **D.** _____5-7160
- **E**. 357-____22
- F. 652-27 ____



Exercise 3

Listen and write the number you hear.

- **A.** 462-8069
- 8. _____
- C. _____
- D. _____
- E. ______
- F. _____



Say the dialogue.



A:	What's	your	telephone	number?	
B:					
A:	Excuse	me?			
B:					

Ask your teacher and classmates for their phone numbers.

	Telephone Numbers
Te acher	
Student 1	
Student 2	
Student 3	



Telephone Numbers (Student A)

Say the dialogue.

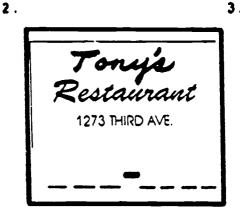
- A: What's the number of Ace Mailing?
- B: It's 863-4223.
- A: Could you say that again?
- B: It's 8 6 3 4 2 2 3.
- A: Thanks.
- B: You're welcome.

Ask your teacher for the numbers of Write answers on the business cards below.

- 1. Ace Mailing
- 2. Tony's Restaurant

Ask Partner B for other missing numbers.



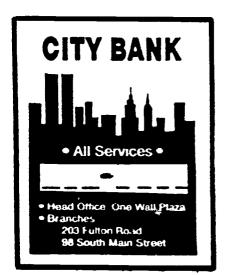




George Washington

LEXINGTON AVE. AT 23rd ST.

THE U.S..
EUROPE AND
THE VIDDLE EAST TWA
"FOR INFORMATION CALL"
691-2303





4.

Telephone Numbers (Student B)

Say the dialogue.

- A: What's the number of Ace Mailing?
- B: It's 863-4223.
- A: Could you say that again?
- B: It's 8 6 3 4 2 2 3.
- A: Thanks.
- B: You're welcome.

Ask your teacher for the numbers of Write answers on the business card below:

- 1. Ace Mailing
- 2. Tony's Restaurant

Ask Partner A for the other missing numbers:







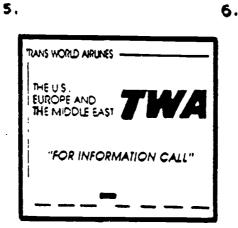
19 Park Ave. between Green St. and Hudson Ave.

CALL

George Washington

250-4932

LEXINGTON AVE. AT 23rd ST.

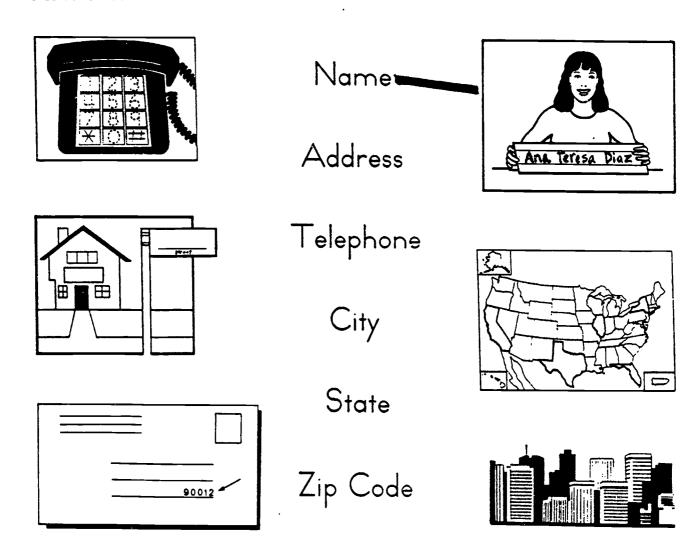






UNIT 5: ADDRESS

MATCH.



FILL OUT THE FORM.

Name Address	first	last
City		State
Zip Code	Telephone ()



What's the address?



Listen and circle the address you hear.



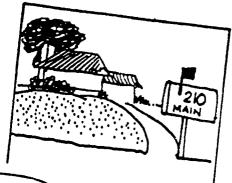
2. 82 East Avenue

3. 428 Pine Street

4. 144 Spring Road

5. 139 Lake Avenue

6. 5206 Main Street



665 State Street

83 East Avenue

448 Pine Street

1404 Spring Road

129 Lake Avenue

5026 Main Street

Exercise 2

Listen and write the missing numbers.

- 1. 3 <u>2</u> 5 South Street
- 2. 12___ Brook Avenue
- 3. ___1 Bay Road
- 4. ___68 Grand Avenue
- 5. 76 __ First Street
- 6. 5 __ River Road

Exercise 3

Listen and write the address you hear.

- 1. <u>142</u> Main Street
- 2. Linden Avenue
- 3. ____ Church Road
- 4. ____ Oak Street
- 5. Penfield Road
- 6. ____ Lake Avenue



What's the zip code?

EXERCISE 1

Listen and Circle the number you hear.

- A. 94121 94131
- B. 94116 94118
- C. 94108 94106
- D. 94122 94120
- E. 94001 94021
- F. 94616 94816



EXERCISE 2

Listen and write the missing numbers.

- A. 9 4 <u>/ 3</u> 3
- B. 9 _ 1 _ 6
- C. _ _ 2 0
- D. 9 _ 2 8
- E. 8 0 5
- F. 1 0 _ 7

EXERCISE 3

Listen and write the zip code.

- A. 94121
- В.
- C. ____
- D. ____
- E. ____
- F. _____

Say the dialogue.

A: What's your address?

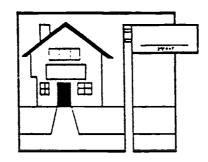
B: ____

A: Could you repeat that?

B: _____

A: Thank you.

Ask your classmates for their addresses and write answers below.



	Address
Classmate I	
Classmate 2	
Classmate 3	
Classmate 4	



Label 1

0234A

Joe Ferrin 2239 Sanchez St. #7 San Francisco, CA 94118

What's the label # ? O234A

What's the street? Sanchez St.

What's the city?

What's the state?

What's the zip code?

Label 2

0334D

Acme, Inc. 574 39th Ave. New York City, NY 10032

What's the label # ?

What's the street?

What's the city?

What's the state?

What's the zip?

Label 3

0474J

ABC Hardware Co. 234 Main St. Dallas, TX 34314

What's the label # ? _____ What's the state? _____ What's the zip? _____



Address Labels (Student A)

Say the dialogue:

- A: What's the address on label 0234A?
- B: It's 2239 Sanchez Street, apartment 7.
- A: Spell "Sanchez" for me.
- B: S-a-n-c-h-e-z.
- A: What's the zip code?
- B: 94118.
- A: Did you say 9-4-1-1-8?
- B: Yes. That's correct.

Ask your teacher for the missing information on 1. Label 0234A Write the information on the labels below.

Ask Partner B for missing information on the other labels.

Joe Ferrin

San Francisco, CA _____

O334D

Acme, Inc.

New York City, ____ 10032

ABC Hardware Co.
234 Main St.
______, TX

Address Labels (Student B)

- A: What's the address on label 0234A?
- B: It's 2239 Sanchez Street, apartment 7.
- A: Spell "Sanchez" for me.
- B: S-a-n-c-h-e-z.
- A: What's the zip code?
- B: 94118.
- A: Did you say 9-4-1-1-8?
- B: Yes. That's correct.

Ask your teacher for the missing information on 1. Label 0234A Write the information on the label below.

Ask Partner A for missing information on the other labels.

Joe Ferrin
San Francisco, CA

0334D
Acme, Inc.
574 39th Ave.
_____, NY ______

ABC Hardware Co.

Dallas, ___ 34314



UNIT 6: THE CALENDAR

DAYS OF THE WEEK

Match long forms with short forms.



Fill in the missing days of the week.

JUNE S М W F T S Sun. Wed. Sat.

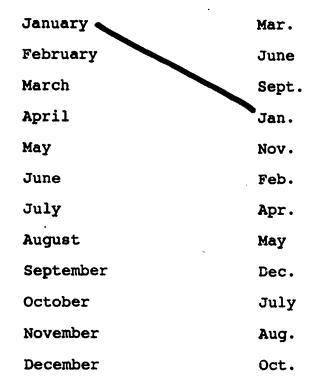
Write the days of the week.

1.	Sun.	Mon.	5. Wed		
2.			6		Fri
3.	Tues. 🐴 _		7. Thur		
4.			8. Fri.	^	



MONTHS OF THE YEAR

Match long forms with short forms.



Write the missing months.

1. January	3. March	7. July	9. September
2. February	4. April	8	10. October
	5	_	11
	6	_	12

Write the months.

1.	Dec.	Nov.	← oct. ←	
2.		July	<u></u>	May
3.	April ~		~	Jan.



August 1991

Sunday	Monday	Tuesday	Wodpoodov		Majala	Caturday
Odriday	Worlday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	Ø	10
11	12	13	14	(15)	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1. Aug	gust 2,1991	8-2-91	<u> </u>
2			5
3			6

December 1991									
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.			
1	2	3	4	5	6	7			
8	9	10	11	12	13	14			
15	16	17	18	19	20	21			
22	23	24	25	26	27	28			
29	30	31							

Į.	December 1, 1991	12-1-91	3
₹,			4



MAKE A CALENDAR FOR THIS MONTH. month Sun.

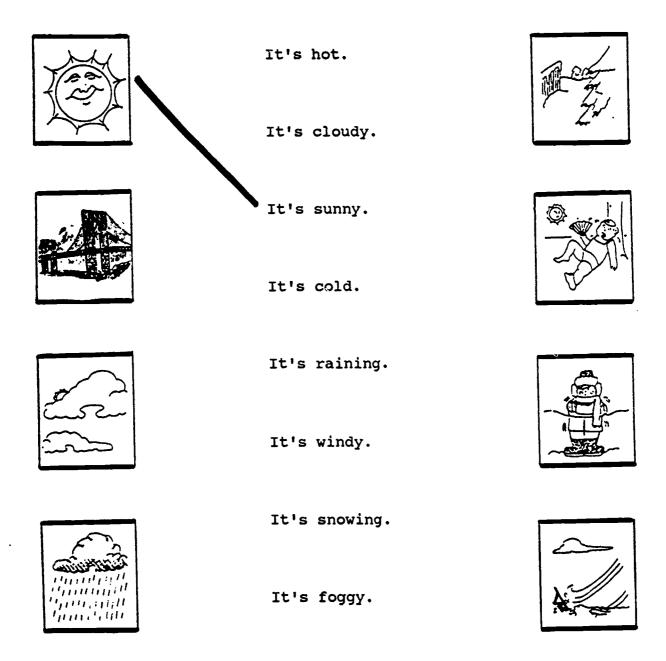


Look	at	a	calendar.	Write	the	dates	οf	the	following	holidage
2007		•	caronaa.	WT T C C	6:16	aaces	07	CHA	TOTTOMITE	norragys.

1.	Valentine's Day		February	14
2.	Washington's Birt	hday		
3.	Independence Day			
4.	Labor Day			
5.	Columbus Day			
6.	Thanksgiving Day			
7.	Halloween	T D		
8.	Christmas			
Ask dia	a classmate abo	out the holidays above.	Use the	following
		When is		
	B:	It's on	<u> </u>	



Match pictures to sentences.

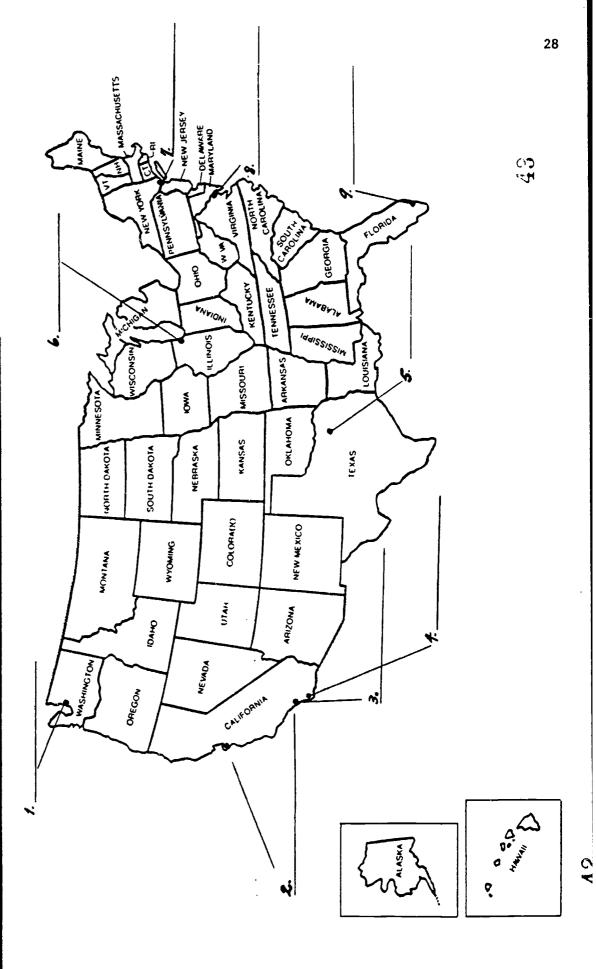


How's	the	weather	today?	



Look at the map on the wall. Locate the major cities of the United States.

San Diego Washington D.C. Miami			
•	san Francisco	Los Angeles	Washington D C
	Chicado	San Diago	Seattle





The Weather (Student A)

Say the dialogue.

A: How's the weather in <u>San Francisco</u> today?

B: It's foggy.

A: What's the high?

B: It's 60 degrees.

A: What's the low?

B: It's 45 degrees.

A: Pardon me?

B: It's 45 degrees.

1. San Francisco

2. Chicago

Ask your teacher for weather information of

Write answers in the box below.

Today's Weather Around the U.S. City High Low Weather Chicago Dallas Los Angeles 7.0 <u>55</u> sunny Miami New York City 40 28 raining San Diego San Francisco Seattle 40 30 windy Washington D.C.

Ask Partner B for the missing weather information of other cities.



The Weather (Student B)

Say the dialogue.

A: How's the weather in San Francisco today?

B: It's foggy.

A: What's the high?

B: It's 60 degrees.

A: What's the low?

B: It's 45 degrees.

A: Pardon me?

B: It's 45 degrees.

Ask your teacher for weather information of 1. San Francisco

2. Chicago

Write answers in the box below.

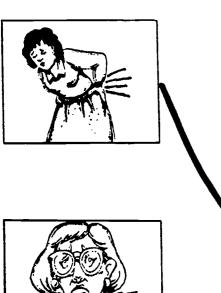
Ask Partner A for the missing information of other cities.

Today	's Weather A	round the	u.s.
City	<u> High</u>	Low	Weather
Chicago	(-1)	•	
Dallas	56	37	cloudy
Los Angeles			
Miami	<u>75</u>	60	sunny
New York City	-	***************************************	
San Diego	72	64	warm
San Francisco			
Seattle			
Washington D.C.	44	32	windy



UNIT 8: WHAT'S THE MATTER?

Match words to pictures.



1. a headache



2. a stomachache



3. a backache



4. a toothache



5. an earache



6. a sore throat



7. a cold



8. a fever



<u>Listening 1</u> - Listen to the dialogues and circle what you hear.

1.







2.







3.







4.







<u>Listening 2</u> - Listen to the dialogues and circle what you hear.

- 1. a.
 - I have a cold.
 I have a fever.
 - c. I have a sore throat.
- 2. a. I have a stomacheache. 5. a.
 - b. I have a fever.
 - c. I have a headache.
- 3. a. I have a toothache.
 - b. I have a cold.
 - c. I have a sore throat.

- 4. a. I have a backache.
 - b. I have an earache.
 - c. I have a headache.
- 5. a. I have a sore throat.
 - b. I have a backache.
 - c. I have a headache.
- 6. a. I have an earache.
 - b. I have a backache.
 - c. I have a toothache.

Say the dialogue.

A: How are you?

B: Not so good. I'm sick.

A: What's the matter?

B: I have a headache.

A: That's too bad. I hope you feel better soon.

Write and then practice the above dialogue with a partner. Substitute the above underlined word with words below.







1. She has a cold. 2. _____ 3. ____



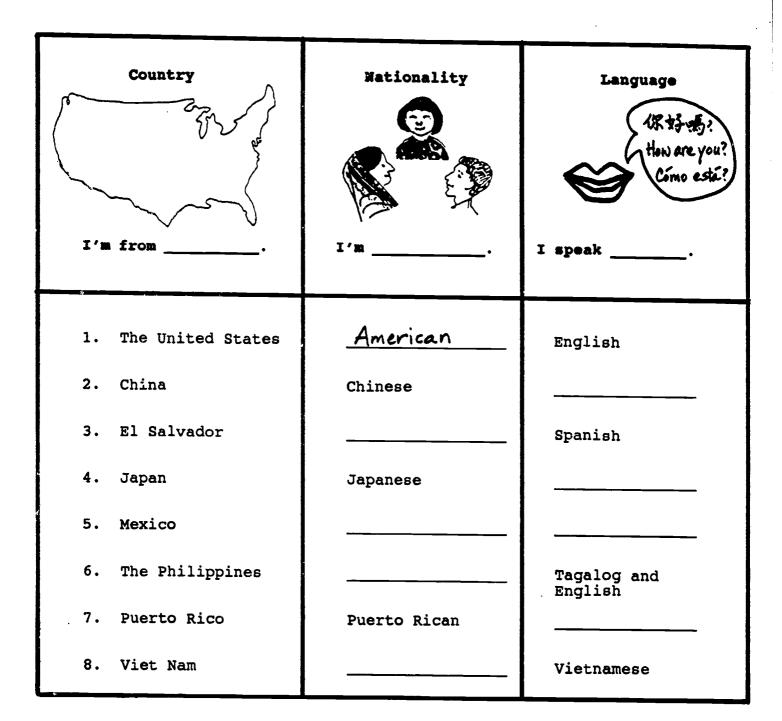




4.______ 6.____



UNIT 9: PERSONAL INFORMATION



Word List

Japanese

✓ American

Filipino

Spanish

Chinese

Salvadoran

Vietnamese

Mexican

Spanish



Nationality / Country / Language

Answer the following questions for each country. Write your answers below each country:

- What is your nationality?
- 2. Where are you from?
- 3. What language or languages do you speak?

1.



2.



I am Mexican.
I'm from México.

I speak Spanish.

З.





PUERTO RICO

5.









Say the dialogue.

A: Excuse me. Where are you from?

B: I'm from China.

A: What's your nationality?

B: I'm Chinese.

A: What language do you speak?

B: I speak Chinese and a little English

A: Did you say Chinese and English?

B: That's right.

A: OK. Initial here, please.



Ask your teacher and classmates the questions given below.

	Teacher	Student 1	Student 2
1. Where are you from?			
2. What's your nationality?			
3. What languages do you speak?			·
4. Initials			



Say the dialogue.





1 1 4 5 5 7 8 1 10 10 12 13 10 11 10 17 10 10 13 11 11 		1 1 1 1 1 1 1 1 1 1			
		re you born?			
B:				·	
		ere you born?			
B:		·	•		
Write your date of	birth.				
Date of Birth	(DOB)	month		day' —	vear
Birthdate		month		day' -	
Write your birthda	te with	numbers.			
Date of Birth	(DOB)	month da	- <u>y</u>	ear	
Birthdate		month da	<u>ay</u> - <u>y</u>	ear	
Write your birthpl	ace.				
Place of Birt	ch.				_
Birthplace					_



Fill out the form.

Last Name	
City	State Zip Code
BirthdateBirthplace	

Interview another student and write down the information.

Date
First Name
_ State Zip Code



Vocabulary: single

divorced

married

widowed

Dialogue 1

A: Are you single?

B: Yes, I am.

Dialogue 2

A: Are you married?

B: No, I'm not. I'm divorced.

Dialogue 3

A: What is your marital status?

B: I'm widowed.

A: Since when?

B: Since 1982.

Match pictures to sentences.



I'm divorced.



I'm single.



- 3. I'm married.
- I'm widowed.







Say the dialogue.



A: Where do you work?

B: I work at Ace Mailing.

A: What do you do at Ace Mailing?

B: I'm a mail clerk.

Ask your classmates what they do at Ace Mailing.

	Student 1	Student 2	Student 3
What do you do at Ace Mailing?			,

Fill out the form below.

PERSONAL INFORMATION
Please Print
NAMELAST FIRST
TELEPHONE NO.
ADDRESS
SOC.SEC. NO.
PLACE OF WORK
JOB TITLE
SIGNATURE
DATE



Job Titles at Ace Mailing (Student A)

Say the dialogue.

A: Where does George work?

B: He works at Ace Mailing.

A: What does he do there?

B: He's the Account Executive.

A: He's the what?

B: He's the Account Executive.

Ask your teacher for the job title of 1. George Write the information on the business card below.

Ask Partner B for the job titles of the other two people.

2757 16TH STREET SAN FRANCISCO, CALIFORNIA 94103-4293

415-863-4223 415-863-8265 FAX

George Hamilton



2757 16TH STREET SAN FRANCISCO, CALIFORNIA 94103-4293

415-863-4223 415-863-8265 FAX

Gwen Kaplan



2757 16TH STREET
SAN FRANCISCO.
CALIFORNIA
94103-4293

415-863-4223
FAX 415-863-8265

TONY RIVERA
Production
Manager



Job Titles at Ace Mailing (Student B)

Say the dialogue.

A: Where does George work?

B: He works at Ace Mailing.

A: What does he do there?

B: He's the Account Executive.

A: He's the what?

B: He's the Account Executive.

Ask your teacher for the job title of 1. George Write the information on the business card below.

Ask Partner A for the job titles of the other two people.

2757 16TH STREET SAN FRANCISCO. CALIFORNIA 94103-4293

415-863-4223 415-863-8265 FAX

George Hamilton



2757 16TH STREET SAN FRANCISCO, CALIFORNIA 94103-4293

415-863-4223 415-863-8265 FAX

Gwen Kaplan
Principal
Owner



2757 16TH STREET SAN FRANCISCO. CALIFORNIA 94103-4293

415-863-4223 FAX 415-863-8265

TONY RIVERA

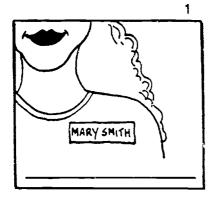


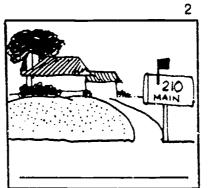


Personal Information

Make questions for the pictures below. Ask your teacher for help if you don't know. Then ask a partner the questions.

Example: A: What is your name?
B: My name is ______





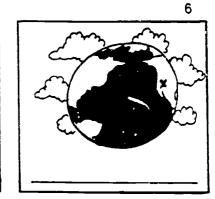




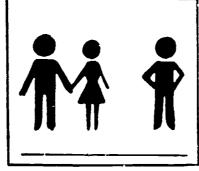


5

8











Interview your classmates and write down the answers. Ask for repetition or clarification if necessary.

Repetition:	Excuse me?	Pardon me?		
	What did you say?	Could you repeat that?		

Clarification: D-I-A-Z? Did you say D-I-A-Z?

Questions	Student A	Student B
1. What/name?		
2. Where/from?		
3. Where/live?		
4. What/telephone?		
5. When/born?		
6. What/marital status?		
7. What/do?		
8. Signature		



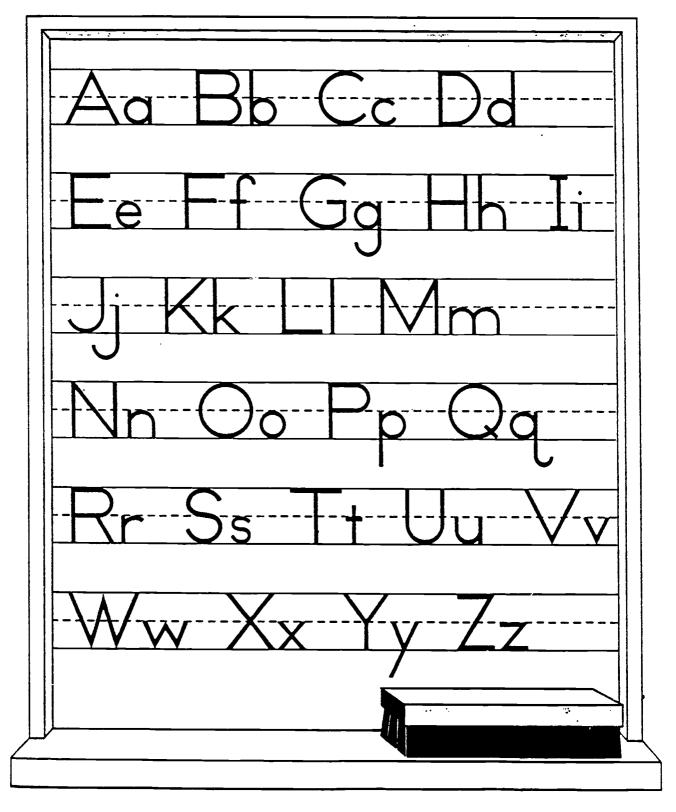
PERSONAL INFORMATION

Fill out the form. Please Print.

Name: _			
	irst	Middle	Last
Address:			
	Number	Street	Apartment Number
	City	State	Zip Code
Telephor	ie Number:		
Social S	ecurity Numbe	er:	
Sex: _	Male Fe	male Marital Statu	s: _Single _Married
Date Of	Birth:		
	Month	Day Yes	ar
Place of	Birth:		
	Signatur		Date



REVIEW: THE ALPHABET





ABCDEFGHI JKLMNOPQR STUWWXY abedê fahi j k i m n o p q r $S = \int_{-\infty}^{\infty} u^{2} u^{2} + u^{2} u^{2} u^{2} u^{2} + u^{2} u$ 1 2 3 4 5 6 7 8 9 10

TRACE AND COPY THE ALPHA	ABET. 48
AA	NN
BB	00
CC	P P
D D	QQ
E	R R
F E	SS
GG	
	UU
II	V
J	W
K K	X
	Υ Υ
M <u>M</u>	Z
U	

ERIC Full Text Provided by ERIC

FILL IN THE MISS	SING LETTERS.
------------------	---------------

١.	Α	В	C	D	E	F	G	 I

J K <u>M N P Q R</u>

 $\overline{}$ T U V $\overline{}$ X Y Z

2. A _ C D _ F G H _

 $J \sqsubseteq L M \sqsubseteq O P Q \sqsubseteq$

 $S T \subseteq V W X \subseteq Z$

WRITE THE ALPHABET.

A __ _ _ _ _ _ _ _

TRACE AND COPY THE ALPHABET.			
a <u>a</u>	n		
b b	0 0		
C C	p		
d d	99		
e <u>e</u>	r		
f <u>f</u>	S <u>.</u> S		
9 9	t <u>t</u>		
h h	U <u>U</u>		
i	V <u> </u>		
j			
k <u>k</u>	X <u>X</u>		
	у у		
	Z <u>Z</u>		



0

MATCH THE LETTERS. DRAW A LINE.

1.	F		d
	В		е
	н \		а
	C		b
	D		9
	Α		9 c
	E		h
	G	`	۱

2. X k M u Y ٢ K X R n W У Ν m U

66

W



52

REVIEW: THE NUMBERS

SAY AND WRITE THE NUMBERS.

	2	3	4	5	6	. 7	8	9	10
	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

1			4	5				9	
	12				16		18		20
		23		25				29	
31	32				36			·	
	42					47	48		50

Write the ODD numbers:

	3	5	 	<u>//</u>	 	<u>17</u>	
21	23		 29		 35		39

Write the **EVEN** numbers:

2	4	6		 12		 	20
	24		28	 	34	 	40

LISTENING |

Listen and write the numbers.

- A) 4
- F)____
- в)
- G) ____

C)

- H) ____
- D) ____
- I) ____

LISTENING 2

Listen and write the numbers.

- A) 15
- F) ____
- B) ____
- G) ____
- c) ____
- H) ____
- D) ____
- I) ____

- <u>o</u>,
- J) ____
- E) <u>68</u>
- J) ____

Listen and write the numbers you hear:

Listening 1 What's t	the docket i	number?
a	d.	
b	e.	
c	f.	
		,
Listening 2 What's	the company	no.?
a	d.	
b	e.	
c	f.	
Listening 3 What's	the account	<u>#</u> 2
a	d.	
b	e.	
C.	£	



Numbers

Cardinal Numbers

26 twenty-six 1 one 2 two 27 twenty-seven 3 three 28 twenty-eight 29 twenty-nine 4 four 5 five 30 thirty 40 forty 6 six 7 seven 50 fifty 8 eight 60 sixty 9 nine 70 seventy 10 ten 80 eighty 11 eleven 90 ninety 12 twelve 100 one hundred 13 thirteen 200 two hundred 300 three hundred 14 fourteen 15 fifteen 400 four hundred 16 sixteen 500 five hundred 17 seventeen 600 six hundred 700 seven hundred 18 eighteen 19 nineteen 800 eight hundred 20 twenty 900 nine hundred 21 twenty-one 1,000 one thousand 10,000 ten thousand 22 twenty-two 100,000 one hundred thousand

1,000,000 one million

Ordinal Numbers

first (1st) second (2nd) third (3rd) fourth (4th) fifth (5th) sixth (6th) seventh (7th) eighth (8th) ninth (9th) tenth (10th) eleventh (11th) twelfth (12th) thirteenth (13th) fourteenth (14th) fifteenth (15th) sixteenth (16th) seventeenth (17th) eighteenth (18th) nineteenth (19th) twentieth (20th) twenty-first (21st) twenty-second (22nd) twenth-third (23rd) twenty-fourth (24th) twenty-fifth (25th)

twenty-sixth (26th)
twenty-seventh (27th)
twenty-eighth (28th)
twenty-ninth (29th)
thirtieth (30)
fortieth
fiftieth
sixtieth
seventieth
eightieth
nintieth
one hundredth
one thousandth

one millionth



23 twenty-three24 twenty-four

25 twenty-five

ACE MAILING, INC.

MODULE 1

LISTENING SCRIPT AND ANSWER KEY

UNIT 2: GREETINGS

WRITING-page 4

Fill in the missing verbs and their contracted forms.

1. I am tired.
2. You are sick.
3. She is sleepy.
4. He is thirsty.
5. I am hungry.
6. You are busy.
I'm tired.
You're sick.
She's sleepy.
He's thirsty.
I'm hungry.
You're busy.

UNIT 3: TIME

LISTENING-page 9

1. 1:08
2. 1:58
3. 3:22
4. It's 5:34.
5. It's 9:19.
6. The time is 4:54.
7. Did you say 2:04?
8. Did you say 6:21?
9. It's 7:16.
10. The time is 8:05.

WRITING-page 10

 1.
 1:30,
 2:30
 5.
 8:45,
 9:45

 2.
 12:45,
 9:00
 6.
 12:15,
 11:15

 3.
 3:00,
 12:15
 7.
 7:00,
 8:00

 4.
 12:30,
 6:00
 8.
 11:45,
 9:00

UNIT 4: TELEPHONE NUMBER

LISTENING-page 11

Exercise 1

a. 536-4202 d. 778-2056 b. 345-9752 e. 626-1139 c. 454-8976 f. 255-7509

Exercise 2

- a. The number is 598-3257.
 b. You've reached 289-1882.
 c. You've reached 357-1922.
- c. The number is 742-6243. f. Call 652-2785 now!



Exercise 3

- You've reached 462-8069.
- b. Call 566-7623 right away!
- c. The new number is 681-4269.
- d. Did you say 399-8257?
- e. Did you say your number is 232-9861.
- f. Dial 989-7310.

UNIT 5: ADDRESS

LISTEWING-page 16

Exercise 1

- 1. My address is 665 State Street.
- 2. My address is 83 East Avenue.
- 3. I live on 428 Pine Street.
- I live on 1404 Spring Road.
- 5. I live on 129 Lake Avenue.
- 6. My address is 5206 Main Street.

Exercise 2

- 1. The address is 325 South Street.
- 2. Your address is 1290 Brook Avenue?
- 3. Did you say 351 Bay Road?
- 4. Did you say your address is 5368 Grand Avenue?5. I work at 7624 First Street.
- It's 504 River Road.

Exercise 3

- Do you live on 742 Main Street?
- 2. Did you say 1149 Linden Avenue?
- I work at 1760 Church Road. 3.
- 4. I live on 1503 Oak Street.
- 5. Is it 1276 Penfield Road?
- 6. Do you live on 1876 Lake Avenue?

LISTENING-page 17

Exercise 1

d. 94120 a. 94131 b. 94116 e. 94021 c. 94108 f. 94616



Exercise 2

a. My zip is 94133. b. My zip is 95106

d. Did you say 90128?e. Is your zip 81035?f. Is it 10087?

c. Is it 76203?

Exercise 3

- The zip is 94121.
- b. Is your zip 95412?
- c. Did you say 90004?

- d. The new zip code is 87422.
 e. The zip code is 95133.
 f. The zip of Ace Mailing is 94103.

UNIT 6: THE CALENDAR

WRITING-page 22

Fill in the missing days of the week:

Mon. Tues. Thurs. Fri.

Write the days of the week. 1. Mon. 5. Thurs. 2. Fri. 6. Thurs.

- 6. Thurs.
 7. Fri.
- 3. Wed.

- 4. Mon.
- 8. Sat.

WRITING-page 23

Fill in the missing months.

- 2. February 8. August 5. May 11. November 6. June 12. December

Write the months.

- 1. Nov. Sept.
- 2. Aug.

June

3. Mar.

Feb.



WRITING-page 24

Exercise 1

- 1. August 2, 1991 8-2-91 4. August 18, 1991 8-18-91 2. August 7, 1991 8-7-91 5. August 27, 1991 8-27-91 3. August 15, 1991 8-15-91 6. August 31, 1991 8-31-91
- Exercise 2
- 1. December 1, 1991 12-1-91 3. December 16, 1991 12-16-91 2. December 13, 1991 12-13-91 4. December 28, 1991 12-28-91

UNIT 7: THE WEATHER

WRITING-page 28

1. Seattle 4. San Diego 7. New York City 2. San Francisco 5. Dallas 8. Washington D.C. 3. Los Angeles 6. Chicago 9. Miami

UNIT 8: WHAT'S THE MATTER?

LISTENING-page 32

Exercise 1

- 1. A: What's the matter?

 B: I have a headache.

 3. A: What's wrong?

 B: I have a sore throat.
- 2. A: What's wrong?
 B: I have a cold.
 4. A: What's the matter?
 B: I have a fever.

Exercise 2

- 1. A: What's the matter, Anna?
 - B: I have a fever.
 - A: Oh no!
- 2. A: What's the matter, Chris?
 - B: I'm sick. I have a stomachache.
 - A: I hope you feel better soon.
- 3. A: What's wrong, Miguel?
 - B: I have a sore throat.
 - A: That's too bad. I hope you feel better soon.



- 4. A: What's wrong, Maria?
 - B: I feel terrible. I have a big headache.
 - A: I hope you feel better soon.
- A: What's the matter, George? 5.

 - B: I feel terrible. I have a backache.A: That's too bad. I hope you feel better soon.
- 6. A: What's wrong, Ana?
 - B: I have a toothache and an earache.
 - A: Oh no! I hope you feel better soon.

WRITING-page 33

- She has a cold.
 She has a fever.
 He has a headache.
- 4. She has a sore throat5. He has a stomachache.6. She has a backache.

UNIT 9: PERSONAL INFORMATION

WRITING-page 34

- 1. American
- 2. Chinese
- Salvadoran
 Japanese

- 5. Mexican, Spanish
- 6. Filipino7. Spanish8. Vietnamese

WRITING-page 35

- I'm Mexican. I'm from Mexico. I speak Spanish.
- I'm Chinese. I'm from China.
 - I speak Chinese.
- I'm Puerto Rican. I'm from Puerto Rico. I speak Spanish.
- 4. I'm American. I'm from the United States. I speak English.
- 5. I'm Vietnamese. I'm from Vietnam. I speak Vietnamese.
- 6.

WRITING-page 43

- What is your name?
- What is your address? 2.
- 3. Where do you live?
- 4.
- What is your telephone number? What is your social security number? 5.
- 6. Where are you from? / Where were you born?
- 7. When were you born?
- 8. What is your marital status? / Are you married? single?
- 9. What do you do?

REVIEW: THE NUMBERS

LISTENING-page 53

Exercise 1

- a. 4 f. I have 8 envelopes.
- b. 7 g. Miguel has 1 label.
- c. 2
- h. Ana has 10 stamps.i. They have 6 bundles.j. George has 3 boxes. d. 5
- e. 9

Exercise 2

- 15 f. George has 17 stamps.
- 11 b. g. Maria has 13 boxes.
- c. 17 h. I have 12 bundles.
- i. She has 14 envelopes.j. He has 19 labels. d. 18
- e. 16

LISTENING-page 54

Exercise 1

- a. 405AF d. 506DG
- b. 344FK e. 200DH
- 780EJ f. 541JD

Exercise 2

- a. 4032F d. 6709G
- b. 5872H e. 4230D
- 8093B f. 8002C



LISTENING 3

00432F-0034 d. 00015G-0028

b. 05973D-0134 c. 00763D-0078 e. 02490C-0231 f. 01297J-0346

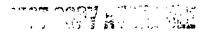
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MODULE 2

Stuff it, Seal it, Sort it, & Send it.





Career Resources Development Center 655 Geary Street San Francisco, CA 94102



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INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company President,
Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "the Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce so that productivity can be maximized. At Ace Mailing, this translates into the workers' ability to read and understand work orders, and to perform the tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.



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Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.



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TEACHING GUIDE

A. Curriculum Design and Description

This Curriculum for Ace Mailing Module 2 was designed for use with limited English proficient (LEP) employees who perform basic job tasks by means of communication with bilingual supervisors in their native language—Spanish. Consequently, the underlying rationale of the curriculum is to develop the actual communication skills an employee at Ace Mailing may need to perform effectively and productively on the job. Based on this rationale, the curriculum content is highly communicative and solely work-related, with each topic landed on a meaningful, workplace-centered context.

The skills required by the Ace Mailing LEP employees were synthesized and analyzed from the literacy audit and task analysis. The specific language competencies and functions were then identified as indicating locations, taking instructions, giving sequential instructions, and making requests, each essentially a topic of a unit.

B. Lesson Format and Teaching Guide

In terms of learning activities, this curriculum covers all four language skills—speaking, listening, reading and writing. Among these skills, listening comprehension and speaking are the main foci which are reinforced with basic reading and writing activities. Prior to the activities, a few mini-dialogues along with a list of vocabulary are presented to be focused on in each unit.

1. Vocabulary

Vocabulary listed in each unit is suggested to be taught along with the following dialogues or text of instructions rather than to be taught in isolation. Pronunciation may be emphasized in this section also.

Due to the fact that once an item (a word or expression) has been introduced in a given lesson, it will generally not be re-entered later, the teacher is encouraged to provide practice of items from past lessons as they come up again in later lessons.

2. Dialogues/Instructions

In this section, vocabulary is assimilated in a meaningful context in the form of conversation or instruction. Teachers are encouraged to first read or play the tape (more than once, if



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necessary) for students to simply listen, then explain difficult words, expressions and usage as necessary.

A suggestion for the follow-up practice on the dialogue section is role play between the teacher and students, between student groups, then between individual students. Switch roles after each role play.

3. Listening

There are two types of listening activities in this curriculum. One is listening then circling the correct pictures/words/sentences. For this type of listening activity, students may find it helpful to do the activity if its instruction is well explained. Also, teachers may find it helpful to conduct the listening activity more effectively and efficiently if a how-to demonstration is given to class in advance.

The other type of listening activity is dictation—a combination of listening and writing. Teachers should read the task or play the tape three times; the first time for students to listen only, the second time to listen and write (to dictate), and the third time to check the answers they wrote. Afterwards, correct answers should be put on the board either by the teacher or students. A follow—up activity may be role playing or reading the whole task chorally and/or individually.

4. Speaking (Talk/Listen)

This speaking activity focuses on both speaking and listening. Before the activity starts, each student should fold the paper half along the dotted line in the center, and the teacher should assign each student to be PERSON A or PERSON B. During the activity, the student should look to only his/her side and listen carefully when he/she sees

Students should practice this more than once with different partners, then switch roles (from PERSON A to PERSON B or vise versa) and practice a few times again with different partners.

Speaking

In Unit 1, there is a different form of speaking activity which focuses on mastery of speech rather than meaningful communication. Such a pattern practice requires students to repeat a certain structure in order to master it; nevertheless, they should understand the context in which the targeted structure emerged by listening closely. For example, in the speaking activity on page 5, students are required to confirm a given instruction by repeating the



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preposition in it:

A: The heater is under the table.

B: Under the table?

A: Yes.

They have to listen carefully to the instruction to be able to do so because each instruction has a different preposition, even though repeating the preposition is the only task in the activity.

5. Reading

Reading activities in this curriculum take on different forms, some in the form of matching names with pictures or putting pictures in the right order, and some checking comprehensive questions based on the reading task. Teachers may repeat each activity, asking students to cover the reading task and listen only. Then read the task and elicit correct answers from students. Teachers may also assign reading activities as homework.

6. Writing

For those writing activities with a list of sentences (on-the-job instructions) to be filled in, teachers need to make sure that students understand each one. They also need to be explained how the activity should be done. If the writing activity is assigned as homework, teachers may demonstrate how to fill in the first blank with the class to assure that students fully understand how to finish the activity.

The writing task in the last unit requires a response to the given instruction. Again, teachers may go over the first one with the class by eliciting possible answers from students after explaining the instruction of the activity.



OBJECTIVES OF MODULE 2

This module is designed to develop practical job communication skills to enable an employee to perform responsibly and productively on the job. The lessons emphasize how to avoid misunderstandings by learning to listen to instructions, confirm them, or ask for clarifications when necessary. They also make the employee familiar with many of the key aspects of instructions—location. Sequence of events, action words etc. Finally, employees learn polite or typical manners of speech for making requests and confirming/giving instructions.

The material in this module has been designed for students at the low beginning/intermediate level (ESL 100 level).

The specific objectives of this module are:

- 1. Asking for locations.
- 2. Confirming given locations.
- 3. Taking and giving instructions.
- 4. Giving sequential instructions.
- 5. Making polite requests.



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UNIT 1: ASKING FOR LOCATIONS

Vocabulary: on top of
to the left of
under
next to
across from
telephone
stapler
envelope
pen
label
dolly

at the bottom of
to the right of
between
behind
over there
box
scissors
basket
pencil
label machine

move put

DIALOGUES

Dialogue I. Where's my stapler?

again

A: Where is the phone?

B: It is on top of the box.

A: Where's my stapler?

B: It's at the bottom of the basket.





Dialogue II. Where are the envelopes?

A: Where are the envelopes?

B: They are to the left of the phone.

A: And where are the books?

B: Over there. They're between the box and basket.













You are A. Read the question, listen to your teacher, then check the correct answer.

CTIC	3 ((Direct allewer.				
1.	A: B:	Where is my staple	r? b.		c.	
2.	A: B:	Where are the enve	b.	es?	c.	
3.	A: B: a.	Did you see the la	bel	s? 	c.	
4.	A: B: a.	Where is my pen?	b.		c.	
5.	A: B: a.	Where should I put	b.	•	c.	



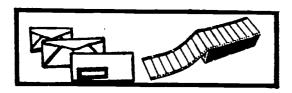
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Now Y	ou are B. Listen to	your teacher (A) and	d check the answer.
	Move the box over the Where?	there please.	
- a		b.	c.
B:	Put the basket the There? Right,	_·	
a.		b.	c.
8. A: B: A:	Could you say that	een the basket and bo again?	х.
a.		b.	c.
9. A: B: A:	Could you repeat i	ir behind the label m	achine.
a. _	電泉電	b.	
E	A: Move the basket to B: Here? A: Yes,	o the left of the box	•
•		b.	c.

READING

Look at the picture and check the correct answer for each question.

- 1. Where are the labels?
 - a) They are on the boxes.
 - b) They are next to the envelopes.
 - c) They are under the phone.



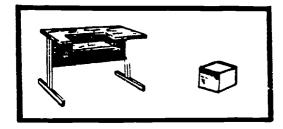
- 2. Where is the dolly?
 - a) It is between the table and machine.
 - b) It is across from the machine.
 - c) It is behind the machine.



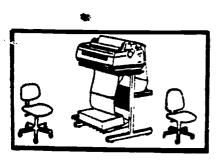
- 3. Did you see my scissors?
 - a) They're to the left of the stapler.
 - b) They're to the right of the phone.
 - c) They're behind the stapler.



- 4. A: Put the box over there.
 - B: Where?
 - A: ____.
 - a) Under the table.
- b) On the table.
 - c) Across from the table.



- 5. A: Move the machine here, please.
 - B: Here?
 - A: Right, ____.
 - a) Behind the chairs.
 - b) Between the chairs.
 - c) Across from the chairs.





UNIT 2: CONFIRMING GIVEN LOCATIONS

Useful Expressions:

Could you say that again? Could you repeat it? Did you say ...? Excuse me? Pardon me?

DIALOGUES

Dialogue I. On the box?

A: Where's my pen? B: It's on the box.

A: On the box?

B: Yes.



Dialogue II. Did you say across from the label machine?

A: Where are the baskets?

B: Over there, across from the label machine.

A: Did you say across from the label machine?

B: Right.



SPEAKING

You are B. Listen to your teacher (A) and confirm the location, following the example.

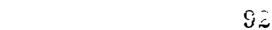
EXAMPLE 1--A: The heater is under the table.

B: Under the table?

A: Yes.

1. A: Tony is over there.

B: ___? A: Yes.





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- 2. A: The envelopes are next to the machine.

 - A: Yes.
- 3. A: The labels are on top of the boxes.
 - B: $\frac{}{\text{Right}}$?
- 4. A: The stapler is to the left of the phone.
 - B: Yes.
- 5. A: The dolly is behind the label machine.

 - B: Right.

EXAMPLE 2--A: Move the boxes to the right of the dolly.

- B: Did you say to the right of the dolly?
- A: Yes.
- 1. A: Move that box to the left of the machine.
 - B: Yes.
- 2. A: Put books next to the label machine.

 - A: Yes.
- 3. A: Put envelopes in the basket.
 - B: ?
 - A: Right.
- 4. A: Put 50 labels in the machine.

 - A: Right.
- 5. A: Move the machine to the door please.
 - B: ?
 - A: Right.

EXAMPLE 3--A: The chairs are between the tables.

B: Could you say that again?

A: Between the tables.

1. A: The basket is between the envelopes.

B: ?

- A: Between the envelopes.
- 2. A: The envelopes are at the bottom of the box.

B: ___?

- A: At the bottom of the box.
- 3. A: Put envelopes to the right of the machine.

B: ?

- A: To the right of the machine.
- 4. A: Put boxes under the table please.

B: ?

A: Under the table.

Example 4--A: The telephone is on the box.

B: Could you repeat it?

- C: The telephone is on the box.
- 1. A: Move the machine between the chairs.

B: ?

- A: Move the machine between the chairs.
- 2. A: Where's my stapler?

B: ?

- A: Have you seen my stapler?
- 3. A: Put envelopes between the box and the machine.

B: ?

- C: Between the box and the machine.
- 4. A: Please move the labels on the table.

B: ?

C: Move the labels on the table, please.

UNIT 3: GIVING DIRECTIONS

DIALOGUES

Dialogue I. Move the dolly to the label machine.

- A: Move the dolly to the label machine.
- B: Could you say that again?
- A: Move the dolly to that machine.
- B: OK.

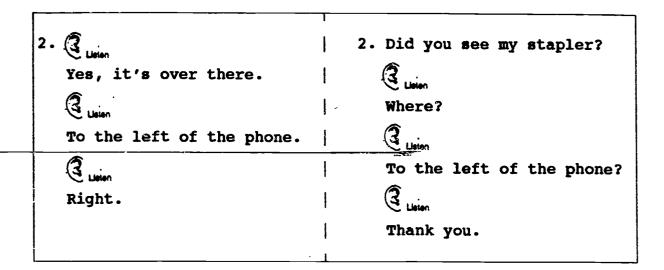
Dialogue II. Put 50 envelopes on the table.

- A: Put 50 envelopes on the table.
- B: Where are the envelopes?
- A: They're next to the machine.
- B: Did you say 50 envelopes?
- A: Yes.
- B: OK.

SPEAKING (Talk/Listen)

Find a partner and practice the following conversations. Fold the paper along the dotted line and look at your column only.

PERSON A 1. Where is my stapler? 3 Listen Could you say that again? 3 Listen Between the envelopes and labels. OK. Thank you.



WRITING

Make sentences following the example.

EXAMPLE 1--Put the books



(Your sentence) Put the books next to the box.

EXAMPLE 2-- The paper is

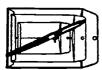


(Your sentence) The paper is under the telephone.

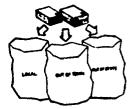
1. Put the stapler



4. The pen is



2. Put the mail



5. The labels are



3. Move the chair





UNIT 4: TAKING INSTRUCTIONS

Vocabulary: stack turn on/turn off

light according to

seal sort

understand pardon

(P.O.) sack bag postage bundle heater light

INSTRUCTIONS

next to the label machine. 1. Stack books

envelopes on the table.

boxes between baskets and sacks.

2. Turn on the machine. off heater

light(s)

3. Sort mail according to zip code.

state country postage

4. Put the paper

10 envelopes 14 books

5 (bundles)

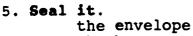
in an envelope.

a bundle. basket

box

bag

sack



the box







DIALOGUES

Dialogue I. Like this?

Tony: Stack envelopes next to the label machine.

Jose: Like this?

Tony: Right. Then, turn on the machine. Jose: Pardon?

Tony: Turn on the machine. Like this.

Jose: OK.

Dialogue II. I'm sorry, I don't understand.

A: Sort envelopes according to zip code.

B: I'm sorry, I don't understand.

A: Put zip code 941-- in this basket. Put other zip codes in that basket.

B: I see.

Dialogue III. 15 or 50?

A: Put 15 envelopes in a bundle.

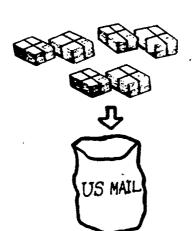
B: 15 or 50?

A: 15. Then put 6 bundles in a P.O. sack.

B: Did you say 6?

A: Yes.

B: OK.







Listen to your teacher, then check the correct answer.

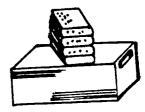
1. a.



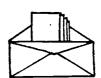
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c.



2. a.



b.



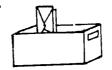
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3. a.



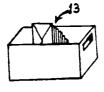
b.



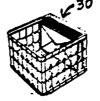
c.



4. a



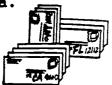
b.



c.



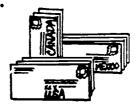
5. a.



b.



c.



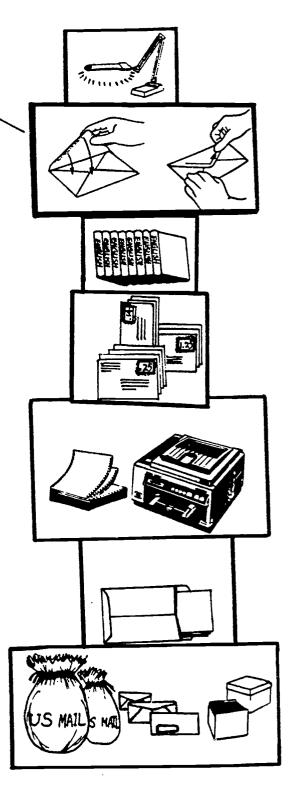
6. a





Read each instruction and match it with the appropriate picture.

- 1. Seal envelopes.
- 2. Put the paper in an envelope.
- 3. Stack envelopes between bags and boxes.
- 4. Turn on the light.
- 5. Sort mail according to postage.
- 6. Put 8 books in a bundle.
- 7. Stack paper next to the machine.





SPEAKING (Talk/Listen)

Find a partner and practice the following conversations. Fold the paper along the dotted line and look at your column only.

PERSON A	PERSON B
1. Stack books on the table. 3 Listen Stack books on the table. 3 Listen	1. 3 Lieten Pardon? 3 Lieten OK.

1	Put 7 books in a bundle.	2. 3 Listen Did you say 7?
	Yes. And stack the bundles next to the bags.	3 Lieten
	3 Lieten	Could you say it again?
	Stack the bundles next to the bags.	Listen
<i>-</i>	(3) Lieten	OK.

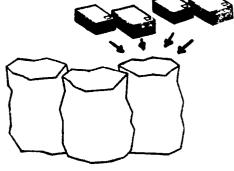


WRITING

The instructions in the box are not in order. Read the following dialogues and fill in the appropriate instructions from the box. Use each sentence only once.

Put paper in an envelope.
Put 4 bundles in a sack.
Put 16 envelopes in a bundle.
seal it.
Stack envelopes next to the basket.
Turn on the label machine.

1.	A:	Stack envelopes next to the basket. Like this? Right, and OK.
2.		Next to the basket? Right.
3.	A:	Could you say it again? Turn on the label machine. OK.
4.	A: B: A: B:	16 or 60? 16. OK. Then Did you say 4 bundles? Yes.





LISTENING

Listen to your teacher and fill in the blanks.

1.	Tony,		are	the	envelopes?
----	-------	--	-----	-----	------------

2.	They	are	the	and the	•
Z . •	TIICA	\sim			

- 3. I'm _____, I ____ understand.
- 4. Over _____.
- 5. Please _____ the paper in an envelope and _____ it.



UNIT 5: GIVING SEQUENTIAL INSTRUCTIONS

Vocabulary: first

tie/tied finally then insert sort

after sticker statement

INSTRUCTIONS

A.

- 1. First, stack some books next to the label machine.
- 2. Check the machine and labels, then turn on the machine.
- 3. And then check the label on the book.
- 4. After the books come out of the machine, sort the books according to state and zip.
- 6. Then, put 10 books in a bundle and tie them up with the machine like this.
- 7. Then put 3 bundles in a P.O. sack.

B.

- 1. First, insert a statement and seal the envelope.
- 2. Then, tie 11 envelopes in a bundle and then put a sticker on each bundle.
- 3. Finally, put bundles in P.O. bags.



Look at the pictures and listen to your teacher. Then mark the pictures in the right order.

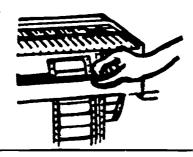
A.



1

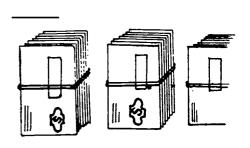


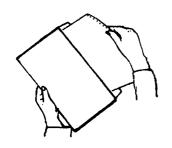


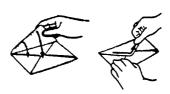


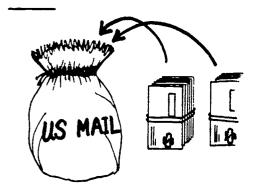
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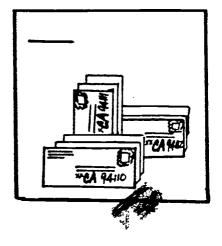


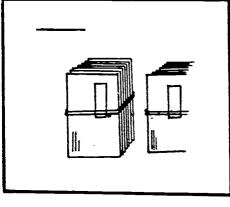


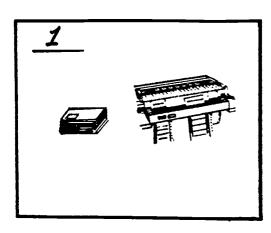


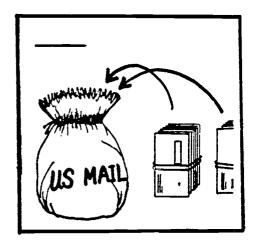
READING 19

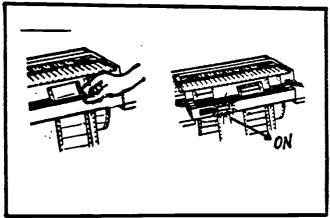
First, look at the pictures, then, read the instructions, and then mark the instructions in a right order.











- 1. First, stack envelopes next to the label machine.
- 2. Then, check the machine and turn it cn.
- 3. After the envelopes come out of the machine, sort them according to zip code.
- 4. Then put 15 envelopes in a bundle and tie them up.
- 5. And then put the bundles in the basket.

After you mark the pictures, cover the instructions and look at the pictures only, then give instructions according to the right order.



WRITING

The instructions in the box are not in order. Read the following dialogue and fill in the appropriate instructions from the box. Use each sentence only once.

And then put a sticker on each bundle insert a statement and seal the envelope Stack envelopes on top of the table then tie 15 envelopes in a bundle put the basket next to the envelopes

A:	Stack envelopes on top of the table.	
B :	Over there?	
A:	Yes, then	
B :	Did you say next to the envelopes?	
A:	Right. Now,	6
в:	Like this?	
A:	Yes,	
в:	15 or 50?	
A:	15.	
в:	OK.	
A:		





LISTENING

Listen to your teacher and fill-in the blanks.

A.	
1.	some books the label machine
2.	the machine, turn it
3.	the books come out of the machine, the
	books according
4.	, put books in a bundle and
	them with the machine like this.
B.	
1.	envelopes the table.
2.	a statement and the envelope.
3.	Then the envelope in the
4.	then, the mail according to



UNIT 6: MAKING POLITE REQUESTS

Vocabulary:

could bring

may take

no problem

meter machine

GETTING READY

Do you sometimes need to ask people to do something for you? Do people sometimes ask you to do something for them? Why is it important to make polite requests?

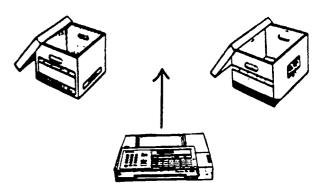
DIALOGUES

Dialogue I. Could you please bring me some envelopes?

- A: Excuse me, Tony.
- B: Yes?
- A: Could you please bring me some envelopes?
- B: Where are they?
- A: They're next to the table.
- B: OK.
- A: Thanks.

Dialogue II. Could I move the meter machine over there, please?

- A: Excuse me, could I move the meter machine over there, please?
- B: Where?
- A: There, between the boxes.
- B: OK.
- A: Thank you.





Dialogue III. May I come in?

A: May I come in?

B: Yes.

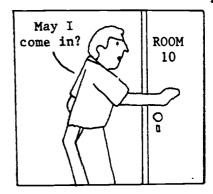
A: Could I take out some chairs?

B: How many?

A: Three.

B: No problem

A: Thank you.

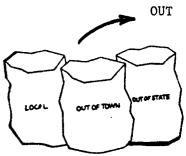


LISTENING

Listen to your teacher and fill in the blanks.

1.	me,	you	come	here?

- 2. _____ you ____ me some green stickers?
- 3. How _____?
- 4. OK, _____ problem.
- 5. _____ you please _____ out the sacks?
- 6. _____ I turn off the heater?
- 7. _____ you.





READING

Read the conversation and answer the questions below.

Tony: Excuse me, Maria. Could you please bring me some

envelopes?

Maria: Pardon?

Tony: Could you bring me some envelopes?

Maria: Oh, where are they?

Tony: They are next to the basket.

Maria: Did you say next to the basket?

Tony: Right.

Maria: OK. How many?

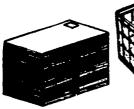
Tony: 30.

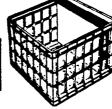
Maria: 13 or 30?

Tony: 30.

Maria: OK, no problem.

Tony: Thank you.





Check YES or NO.

		YES	NO
1.	Tony needs some envelopes.		
2.	Maria asks Tony to bring her envelopes.		
3.	The envelopes are to the right of the basket.		
4.	Tony tells Maria how many envelopes two times.	*****	
5.	Maria brings Tony 30 envelopes.		

WRITING

You need to ask people to do something for you. Make polite requests.

- 1. You need Maria to bring you 5 P.O. sacks.
- 2. You want to open the door.



3. You want to move the machine.

4. You want to take 2 chairs.

5. You need Tony to come here.

6. You need some labels.

SPEAKING(Talk/Listen)

Find a partner and practice the following conversations. Fold the paper along the dotted line and look at your column only.

PERSON A 1. Excuse me. 2 Listen Could you move the machine over there? Listen No problem.

2. Tony, may I take out the bags?
OK, no problem.



LISTENING

Listen and circle the sentences you hear.

- 1. a) Could you bring me some stickers?
 - b) Do you have some stickers?
 - c) I need some stickers.
- 2. a) OK.
 - b) No problem.
 - c) Right.
- 3. a) Do you have some chairs?
 - b) Can I take some chairs?
 - c) May I take some chairs?
- 4. a) Can you take out the boxes?
 - b) Could you take out the boxes?
 - c) Do you take out the boxes?
- 5. a) How much?
 - b) How many?
 - c) How are you?
- 6. a) Pardon?
 - b) Did you say 14?
 - c) 14 or 40?



ACE MAILING TEACHERS' NOTES MODULE 2

LISTENING SCRIPT AND ANSWER KEY



UNIT 1: ASKING FOR LOCATIONS

LISTENING

- 1. It's on the desk.
- 2. They're on top of the box.
- 3. Yes, they're between the envelopes.
- 4. It's over there.
- 5. Put them next to that machine.
- 6. Over there, under that table.
- 7. Across from the table.
- 8. Between the basket and box.
- 9. Put the chair behind the label machine.
- 10. to the left of the box.

READING

- 1. They are next to the envelopes.
- 2. It is behind the machine.
- 3. They're to the left of the stapler.
- 4. Across from the table.
- 5. Between the chairs.

SPEAKING

- 1. Over there?
- 2. Next to the machine?
- 3. On top of the boxes?
- 4. To the left of the phone?
- 5. Behind the label machine?
- Did you say to the left of the machine?
 Did you say next to the label machine?
- 3. Did you say in the basket?
- 4. Did you say 50 (labels) in the machine?
- 5. Did you say to the door?



UNIT 3: GIVING DIRECTIONS

WRITING -- P. 9

 Put the stapler behind the scissor; 	r:	cisso	8	the	ind	bel	tapler	st	the	Put	1.
---	----	-------	---	-----	-----	-----	--------	----	-----	-----	----

- 2. Put the mail in the P.O. sacks.
- 3. Move the chair between the label machine.
- 4. The pen is on top of the envelopes.
- 5. The labels are under the table.

UNIT 4: TAKING INSTRUCTIONS

LISTENING -- p. 12

1.	Stack books on top of the table.	(a)
2.	Put envelopes in the box.	(b)
3.	Seal envelopes.	(a)
4.	Put 13 envelopes in the basket.	(C)
5.	Sort the mail according to zip code. (b)	
	Turn off the light.	(a)

WRITING -- p. 15

- 1. Put paper in an envelope. seal it.
- 2. Stack envelopes next to the basket.
- 3. Turn on the label machine.
- 4. Put 16 envelopes in a bundle. put 4 bundles in a stack.

LISTENING -- p. 16

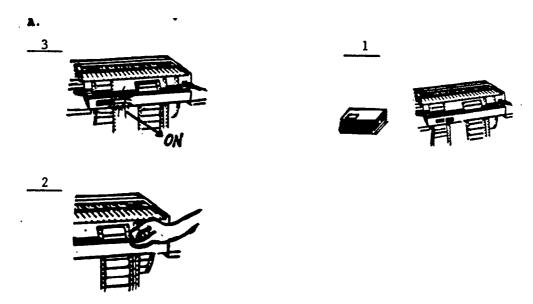
- 1. Tony, where are the envelopes?
- 2. They are between the table and the baskets.
- 3. I'm sorry, I don't understand.
- 4. Over there.
- 5. Please put the paper in an envelope and seal it.



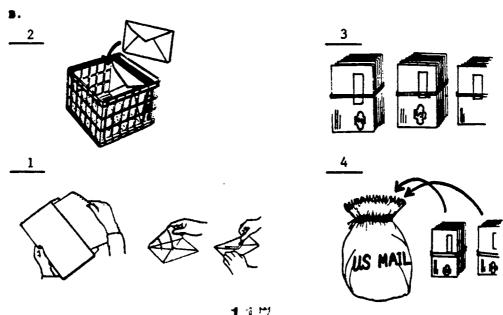
UNIT 5: GIVING SEQUENTIAL INSTRUCTIONS

LISTENING -- p. 18

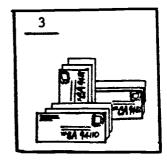
A. First, stack envelopes next to the label machine. Then, check labels. And then, turn on the machine.

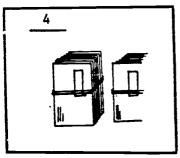


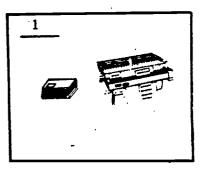
B. First, insert a (bank) statement in an envelope and seal it. Then put the envelope in that basket. After that, tie seven envelopes in a bundle and put a sticker on each bundle. Finally, put the bundles in P.O. bags.

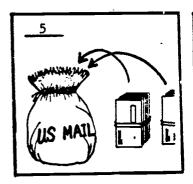


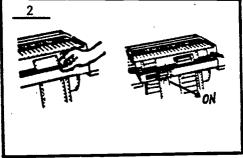
FRADING -- p. 19











WRITING -- p. 20

- 1. Stack envelopes on top of the table.
- 2. Put the basket next to the envelopes.
- 3. Insert a statement and seal the envelope.
- 4. then tie 15 envelopes in a bundle.
- 5. And then put a sticker on each bundle.

LISTENING -- p. 21

A.

- 1. Stack some books next to the label machine.
- 2. Check the machine, then turn it on.
- 3. After the books come out of the machine, sort the books according to zip code.
- 4. Then, put 14 books in a bundle and tie them with the machine like this.

Ð

- 1. Stack envelopes on the table.
- 2. Insert a statement and seal the envelope.
- 3. Then put the envelope in the basket.
- 4. And then, sort the mail according to state.

UNIT 6: MAKING POLITE REQUESTS

LISTENING --p. 23

- 1. Excuse me, could you come here?
- 2. Could you bring me some green stickers?
- 3. How many?
- 4. OK, no problem.
 - Could you please take out the sacks?
 May I turn off the heater?

 - 7. Thank you.

READING -- p. 24

1.	Tony needs some envelopes.	YES
2.	Maria asks Tony to bring her envelopes.	NO
3.	The envelopes are to the right of the basket.	NO
4.	Tony tells Maria how many envelopes two times.	YES
5.	Maria brings Tony 30 envelopes.	YES

LISTENING -- p. 26

- 1. A: Excuse me, Maria. B: Yes? (C) A: Could you bring me some stickers? B: OK.
- 2. A: Excuse me, Tony.
 - B: Yes?
 - A: Where are the stickers?
 - B: On top of the table.
 - A: Could you bring me some?
 - (b) B: No problem.
- 3. A: May I take some chairs? (C)
 - B: OK. How many?
 - A: 3.
 - B: OK.
- 4. A: Excuse me, Jose. Could you come over here?
 - B: OK.
 - (b) A: Could you take out the boxes?
 - B: No problem.



5. A: Tony, could you bring me some P.O. sacks?
B: How many?
A: 5.
B: OK.

6. A: Excuse me, Maria. Could you bring me 14 envelopes?
B: Did you say 14?
A: Yes.
B: OK.



MODULE 3

Getting the Job Done





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INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company President,
Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "the Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce so that productivity can be maximized. At Ace Mailing, this translates into the workers' ability to read and understand work orders, and to perform the tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.



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Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.



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Mitchel Darrow, Administrative Manager
Tony Revier, Production Manager



TEACHING GUIDE

A. Curriculum Design and Description

This module was designed for beginning-level ESL learners working in the mailing industry. The curriculum aims to assist employees at Ace Mailing in developing the English communication skills necessary to perform job tasks more effectively. The specific focus of this material is on the cultural and language skills which improve employees ability to handle problems on the job, work cooperatively with co-workers and supervisors, and understand and communicate the importance of safety rules in the workplace.

To enhance language learning, each unit provides skill practice in the four language skills (reading, writing, speaking and listening) and develops these skills within a communicative framework through role plays and information gap pair and group activities.

B. Unit Features

1. Vocabulary Boxes

The vocabulary boxes at the beginning of each unit highlight vocabulary which might be new to the language learners. These vocabulary should be discussed using modeling and realia. The vocabulary words are continually reinforced throughout the module.

2. Getting Ready

This warm up activity affords learners the opportunity to discuss problems/issues which they have encountered on the job. The majority of the Getting Ready activities address possible sources of cross-cultural differences in expectations of appropriate behavior in the workplace. Students should be allowed to examine and discuss these issues from various cultural viewpoints. At the same time, the instructor should point out those behaviors which are deemed appropriate in the American workplace.

Jazz Chants

Jazz Chants are used to introduce the main language functions of a section. They provide a lively format for pronunciation, intonation and grammar practice. Ideally, the instructor should model the chant a few times while going over the vocabulary, grammar and functional content. The chant should be practiced chorally at first. Variations include dividing the class in half to practice the chants and finally, when students are comfortable performing the chant they should be given the opportunity to refine



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the chant through pair work practice. A listening activity follows, which encourages learners to focus on discreet points of the chant.

4. Useful Expressions

Each unit includes boxed useful expressions which are the targeted language functions for the unit. The useful expressions usually precede the reading activities and as such serve as further vocabulary study.

Reading

The Reading passages, which follow a dialogue format, provide a further context for the targeted language functions. After reading the dialogues and answering the comprehension questions, students should be encouraged to role play the dialogues for further speaking practice.

5. Listening

The listening activities which follow the reading sections, are generally parts of conversations, which the learner must complete, given a variety of choices. The tapes which accompany this unit should be played several times to give all learners ample opportunity to respond appropriately. On the first listening, students should be encouraged to listen for the main ideas and isolate some vocabulary words. The instructor should then elicit vocabulary from the students and in this way try to reconstruct the dialogues. Once students have a good idea of the content, they can listen to the tape several times in order to choose the appropriate answers.

6. Speaking

Finally, after students have had ample time to develop understanding of the material, they should feel confident enough to engage in free form oral activities. The speaking activities take the form of Talk/Listen, a variety of free form role play and information gap activities.

7. Writing Activities

Writing activities are included in most of the units to provide learners practice in writing complete, grammatical sentences using the acquired structures.



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OBJECTIVES OF MODULE 3

This module is designed to help employees develop communication skills and strategies to improve job performance. The emphasis is on problem solving and reporting problems. Students will develop skill in identifying and reporting problems to supervisors. They will be able to discuss work performance and develop solutions to problems. Lastly, they will have a better understanding along with the capability to identify and discuss safety rules and regulations.

The material has been designed for students at the high beginning/low intermediate level (ESL 100-200 levels).

The specific objectives of this module are:

- 1. Report typical problems students have at work.
- 2. Ask co-workers/supervisor for help in solving the problem.
- 3. Report work completion.
- 4. Ask for more work.
- 5. Ask if work is correct.
- 6. Ask for explanation of incorrect work.
- 7. Ask about safety rules.
- 8. Explain safety instructions.



UNIT 1: ASKING FOR HELP

Vocabulary:

lift

this/these

something sometime

GETTING READY

Look at the following questions. Do you sometimes have these problems at work? If so, check YES. If not, check NO.

		Yes	no
1.	You can't lift something.		
2.	You don't understand how to do something.		
3.	You can't find something.		
4.	You run out of something.		







JAZZ CHANT

Listen to the Jazz Chant and repeat it with your teacher.

I can't lift these boxes. Can you give me a hand?

Could you help me with this? I don't understand.

Can you help me?
Please help me.
Could you give me a hand?

Sure, no problem. Of course, I can!



LISTENING

Listen to your teacher and fill in the blanks.

I	lift these boxes.	
	you give me a	?
Can	help me?	
	you help me with this?	
	help	
	, no problem.	
Of course.		•



UNIT: 2 USEFUL EXPRESSIONS

Useful Expressions:

I don't know how to do this.

I can't find it/them.

I ran out of envelopes.

I don't have any more papers.

Can you show me?

Can you give me a hand?

Could you help me?

READING

Read the two dialogues and answer the questions on page 4.

Maria: Tony, I don't know how to

do this. Can you show me?

Tony: Sure, no problem. Put the

mail to Florida in this bag.

Maria: I can't find the mail for

Florida.

Tony: Look for the letters FL.

That is Florida.

Maria: Oh, okay. I see. Thanks.

Alabama	AL	Missouri	MO
Alaska	ΛK	Montana	MT
American Samoa	.AS	Nebraska	NE
Arizona	.AZ	Nevada	NV
Arkansas	.AR	New Hampshire	NH
California	.CA	New Jersey	NJ
Canal Zone	.CZ	New Mexico	NM
Colorado	.co	New York	NY
Connecticut	ĊΤ	North Carolina	NC
Delaware	DF	North Dakota	
District of Columbia		Ohio	
Florida		Oklahoma	
Gaaria	G A	Oregon	
Georgia		Pennsylvania	PA
Guam	111	Puerto Rico	PR
Hawaii		Rhode Island	RI
Idaho	<i>.</i>	South Carolina	SC
Illinois	IL.	South Dakota	
Indiana	71	Tennessee	TN
Iowa	IV	Texas	T3
Kansas		Utah	in
Kentucky	KY	U(BR	V
Louisiana	LA	Vermont	V
Maine	ME	Virginia	
Maryland	MD	Virgin Islands	V
Massachusetts	MA	Washington	₩.
Michigan	MI	West Virginia	₩
Minnesota	MN	Wisconsin	
Mississippt	MS	Wyoming	₩

I ran out of

envelopes.

(Later on in the afternoon, another conversation.)

Maria: Tony, can you help me? I ran out of envelopes.

Tony: Sure, there are some over there.

Maria: Thanks. Also the bag is full now, but

I can't lift it. Can you give me a hand?

Tony: Sure, no problem.



Che	ck YES or NO.		YES	мо
1.	All the letters to F	lorida go in one bag.	<u> </u>	
2.	FL is Florida.			
3.	Maria can lift the b	ag.		
4.	Tony cannot lift the	bag.	·	
5.	Tony ran out of enve	lopes.		
	state is usually abl te abbreviated? (see	breviated in an address, the chart on page 3)	but how is	each
1.	1st + 2nd letters 2.	<pre>1st + last letters 3.</pre>	1st + one	<u>letter</u>
	AlabamaAL CaliforniaCA FloridaFL	<pre>KentuckyKY MaineME MarylandMD</pre>	Alaska Arizona Missouri.	AZ
	Can you	give some more examples?		
		·		
4.		e is composed of 2 words, of each word. For example		iation
	New YorkNY North DakotaND Rhode IslandRI	South Carolina West Virginia District of Columbia	.WV	
	Please give mor	e examples of such abbrev	iations.	*
			-	
	ad the states on the l the right.	left and match them with	the abbrevi	ations
2. 3.	Washington MN Hawaii CO Colorado TX Texas HI Minnesota WA	6. OR 7. MS 8. MI 9. MO 10. OH	Mich	



LISTENING

Listen and circle the sentences you hear.

- Can you help me? Will you help me? 1. a)
 - b)
 - C) Could you help me?
- Yes, I can. a)
 - No, I can't. b)
 - Yes, I will. C)
- a) Sure, no problem.
 - b) There is a problem.
 - c) Yes, I will.
- a) I don't know how.
 - b) I don't have anymore.
 - c) I don't know where.

WRITING

These are your problems. Make a question for each sentence below to ask for help. Number 1 is done for you. (Review the dialogues on page 3 again if necessary.)



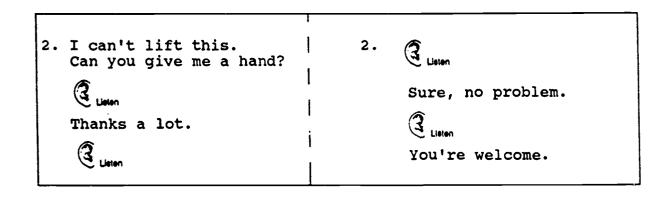
Could you help me, please?

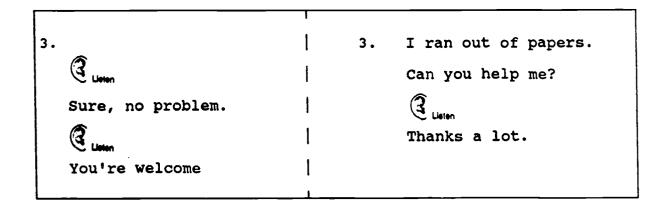
- You can't find the envelopes.
- 3. You don't have any more papers.
- 4. You don't know if you should put 6 or 10 in each bundle.

SPEAKING (Talk/Listen)

Find a partner and practice the following conversations. Fold the paper along the dotted line. Look at your column only. A begins speaking first and B listens.

PERSON A 1. Put them in the bag. 3 Listen Sure, do it like this. 3 Listen Okay, I see. Thanks.





SPEAKING

Work with a partner. Write a short dialogue together, then practice them in front of the class. Let's write number 1 together.

These are your problems:

Dialogue 1 — You don't have any more mailing stickers.

Dialogue 2 — You don't know how many to put in each bundle.

Dialogue 3 — You ran out of envelopes.



UNIT 3: MORE PROBLEMS

Vocabulary:

P.S. label

typed old

Cheshire labels upside down

new

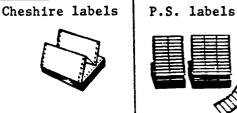
docket handwrite take off

GETTING READY

Read the story and circle the correct answer.

Gloria gave Juan Carlos Cheshire labels for a mailing. Juan Carlos checked the docket. The docket said to use P.S. labels. Juan doesn't know what to do. What should he do? Circle the correct answer.

- a) Use the Cheshire labels.
- b) Use the P.S. labels.
- c) Explain the problem to Gloria.



READING

Read the following dialogue and answer the questions on page 9.

Jose: Maria, are you sure these are the right labels? The docket says to use P.S. labels, not Cheshire.

Maria: Let me see. Hmm...you're right. Use the P.S.

labels.

Jose: And what about these labels that are upside down?

Should I take them off?

Maria: No, put new ones on top of the old ones.

Mr. R. Smith
I7 2nd Street
N.Y. N.Y. 10011

Jose: Can I handwrite them?

Maria: No, all labels must be typed.

Jose: Ok, thanks.

Mr. R. Smith 17 2nd Street N.Y. N.Y. 10011



Check TRUE or FALSE.

		TRUE	FALSE
1.	The docket is correct.		
2.	Jose should use Cheshire labels.		
3.	Jose should take the wrong labels off.		
4.	The labels should be typed.		

Residue Sea	
AFFIXING ADDRESSED LABELExtra List & Label Info:	
	Reg. No. 10 Fan



UNIT 4: FINISHING WORK

GETTING READY

Read the story and circle the correct answer.

Maria worked hard all morning on a job her supervisor gave her. She finished the job in the afternoon. Then she had nothing to do. What should Maria do?

- a) Take a break.
- b) Wait for her supervisor to tell her what to do next.
- c) Tell her supervisor she finished the job.

JAZZ CHANT

Listen to the Jazz Chant and repeat it with your teacher.

I'm done. I'm done.

The job is finished!

I'm finished. I'm finished.

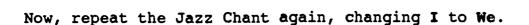
The job is done!

I stuffed the envelopes, and tied the bundles. I put on the stickers, and put them in the bags.

I'm done. I'm finished. I did my best.

What do you want me to do next?





SPEAKING

Practice the following expressions used in reporting the job is finished.

Useful Expressions:

- I finished stuffing the envelopes. I completed my work.
- We completed our work.

I'm We're all done.

all finished.

Everything is done.

finished.

LISTENING

Listen to your teacher and fill in the blanks.

- ____ done.
- 2. I'm _____.
- 3. I put _____ the stickers.
- I ____ the envelopes.
- 5. I ____ the bundles.
- 6. I _____ my best.
- 7. ____ do ____ want me to do ____ ?



UNIT 5: ASKING FOR MORE WORK

What do you want me to do now? us next? What should I do? we do?

READING

kead the dialog	due and answer the rottowing questions.
Sonja:	Bill, I finished my job.
Bill:	You finished? Did you tie the bundles and put mailing stickers on each one?
Sonja:	Yes, I did that.
Bill:	Good, did you put all the bundles in the bags?
Sonja:	Yes, and I put the bags near the door. What should I do now?
Bill:	You can help George stuff the envelopes next. Come over here, and I'll show you how.
Sonja:	OK.

Che	ck YES or NO.	YES	NO
1.	Sonja is done with her work.		
2.	Sonja tied the bundles.		
3.	Bill put the bags near the door.		
4.	Bill wants George to help Sonja.		
5.	Sonja knows how to stuff the envelopes.		



LISTENING

Listen	and	circle	the	sentences	your	hear.

- 1.
- a) I'm done.b) I'm finished.
 - c) It's completed.
- a) What do you want me to do?b) What do you want us to do? 2.

 - c) What do you want him to do?
- a) What should I do now? 3.
 - b) What can I do now?
 - c) What should we do now?
- a) I tied the bundles.b) I put them in bundles.c) I put the bundles in the bag.

DICTATION

Listen to your teacher and write down what she or he says.

2.		 	
2			



		_	_		_	_			_
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	,				L				

Read the following situations and write what you will say to your supervisor.
1. You finished stuffing the envelopes.
2. You don't know what to do next.
3. You and Maria are done with the job.
SPEAKING
Read the story and write a dialogue about the story. Work with a partner. When you are finished, practice it in front of the class.
Jose and Miguel are working together on a job. Jose is operating the sorting machine and Miguel is putting the envelopes in bundles and tying them with the Bunn Tyer. They are finished and they want their supervisor to tell them what to do next. The supervisor wants to know if all of the bundles are tied and in the Post Office bag.
The supervisor wants them to help Maria stuff envelopes now.



UNIT 6: ASKING FOR EXPLANATION OF SOMETHING WRONG

Vocabulary:

order

check

co-worker

remember

Useful Expressions:

This isn't right. These aren't correct. You've made a mistake. You're not doing this right. What am I doing wrong?

Can you explain what's wrong? What is it? What's the problem?

GETTING READY

Read the story and circle the correct answer.

Jose gave Lupe a mailing job to do. He told her to put four papers into an envelope. He showed her the right order. Lupe was not sure that she understood what to do. What should she do? Circle the correct answer.

- a) Try to remember what Jose said and do the job.
- b) Ask a co-worker if she knows how to do the job.
- c) Stuff one envelope and ask Jose to check her work.





JAZZ CHANT

Listen to the Jazz Chant and repeat it with your teacher.

Is this right?
Not quite.

Is this right?
Not quite.
It's not quite right.

Why, what's the problem?

It's not the right order.

Why, What's wrong?

The order is wrong.

The order is wrong?
Yes, it's wrong.
It's wrong.
The order is wrong.

Is this right? Not quite.

LISTENING

Listen to your teacher and fill in the blanks.

1.	Is	this		?	
----	----	------	--	---	--

- 2. It's _____ quite _____
- 3. _____ , what's _____ ?
- 4. The ______ is wrong.
- 5. It's not _____ right.



READING

Read the dialogue and answer the questions.

Jorge: Maria, these aren't quite right.

Maria: Why, what am I doing wrong?

Jorge: You're putting the wrong sticker on the envelopes and you're not

putting the right amount in each bundle.

Maria: Oh, can you explain how to do it again?

Jorge: Sure. First of all, this is a first class

mailing, so each bundle should have ten envelopes.

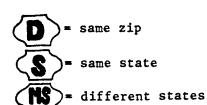
Maria: Oh, I see. Ten in each bundle.

And what's wrong with the stickers?

Jorge: Use the D sticker for the same zip,

and the S for the same state. MS is for different states.

Maria: Oh, I see. Thanks.



Circle T for true and F for false.

- Maria is working on a second class mailing.

 T
 F
- 2. For third class you have to put 10 in a bundle. T F
- 3. The D sticker is for addresses with the same zip. T
- 4. The S sticker is for addresses in different states. T F
- 5. The MS stickers is for addresses in the same state. T



MORE READING

The conversation below is not in the right order. Put a number on the line to show the correct order. Then practice the conversation with a classmate.

 Why, what's the problem?
 Oh, I see.
 Is this right?
 No, it's not quite right.
 You should put 6 in a bundle because it's a second class mailing.

LISTENING I

Listen to each conversation and circle the emphasized word which describes the problem.

A: Is this right?

		(700 0000)	B: No, it A: What's	's not quite postering wrong?	right.
		(you circle)	envelope	label	
1.	sticker	bundle	4.	zip	sacks
2.	order	sticker	5.	bundle	order
3.	country	state	6.	Cheshire	P.S.

LISTENING II

Listen to the tape and circle the sentence that best completes the conversation.

1. a) No, it's not quite right.

For example: (you hear)

b) What's the problem.



- 2. a) It's not quite right.
 - b) It's the wrong sticker.
- 3. a) Ten in each bundle?
 - b) How many for each bundle?
- 4. a) Oh, I see.
 - b) Can you explain it to me?

SPEAKING

Work with a partner. Fold your paper in half and only look at your side. For Number 1 and 2, Person A will describe a picture and Person B will draw the picture, then Person B will ask Person A if the picture is right. Change roles for Number 3 and 4.

PERSON A

PERSON B

1.

2.

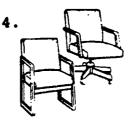


2.

3.



4





UNIT 7: SAFETY FIRST

Vocabulary:	reach	idea	shake
	climb	jump	ladder

GETTING READY

Read the story and the following statements, then decide which are good ideas or bad ideas.

Veronica needs more envelopes. The boxes of envelopes are on the top shelf. She can't reach them. What can she do?

		GOOD IDEA	BAD IDEA
1.	Ask a tall person to help.		
2.	Climb up on some boxes.		
3.	Try to jump and reach the box.		
4.	Get a ladder.		
5.	Try shaking the shelf so the boxes fall down.		
6.	Ask the supervisor for help.		

JAZZ CHANT

Listen to the Jazz Chant and repeat it with your teacher.

Watch out! Watch Out! Why? What is it?

Be Careful! Be Careful! Why? What's wrong?

That's dangerous. You could hurt yourself. That's dangerous. You could get hurt.

Oh! I see.
Thanks for warning me.



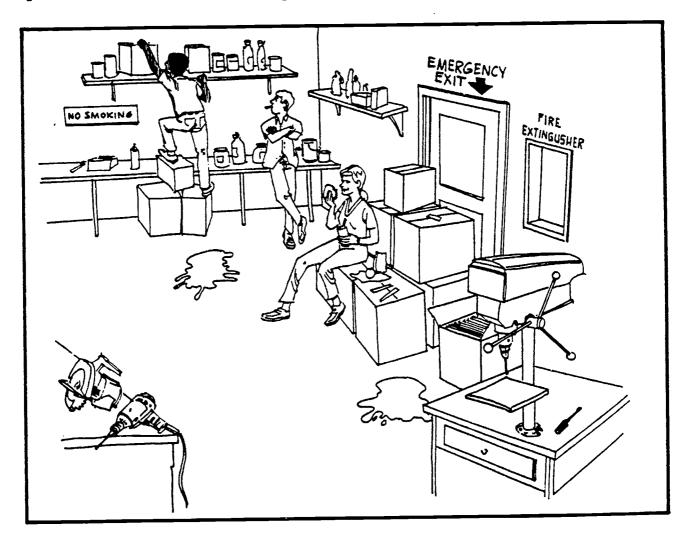


¹READING

Read and discuss the safety rules.

- 1. Keep the work area clean.
- Wipe up any spills.
 Use ladders to reach high places.
 Don't stand on boxes.
- 5. Keep aisles clear.
- 6. Don't block doorways.
- 7. No smoking.

Now, look at the picture. Circle things that are not safe. Then put the number of the safety rule inside it.



¹Picture adapted from YOUR FIRST JOB, Prentice-Hall, 1986

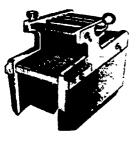


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READING

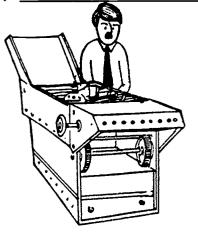
Read the safety rules for operating machines. Then look at the pictures and write down the safety rules that are broken.



Safety Rules

- 1. Roll up sleeves.
- 2. Don't wear jewelry.
- 3. Keep hair tied up.
- Don't lean over the machine.
 Don't wear ties.



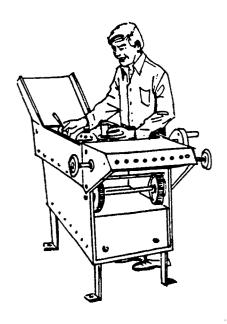


Rule(s)



Rule(s)







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-	_	•	-			-		•

	en t versat		tape.	Write	down	the	safety	rule	for	each
1							· 			
2	_						-			
3										
4.				_						
	TING	.	Estas muli		~ 21	nain	a " Yo u "		" OI	~ "Y OU
	rite ' t		fety rule	es on pa	ge 21,	RRTII	g rou .	wet	. 01	. Iou
1.	Keep You m	the wor	rk area (ep the W	clean. ork area	clean	<u>•</u>				
2.	Wipe	up any	spills.				10101			
3.	Use l	adders	to reac	h high p	laces.					
4.	Don't	. stand	on boxe	s.						
5.	Keep	aisles	clear.							
6.	Don't	block	doorway	's.						
7.	No si	moking.								
										_



ACE MAILING TEACHERS' NOTES MODULE 3

LISTENING SCRIPT AND ANSWER KEY



UNIT 1: ASKING FOR HELP

LISTENING -- p. 2

- 1. I can't lift these boxes.
- Could you give me a hand?
 Can you help me?
- 4. Could you help me with this?
- 5. <u>Please</u> help me.
- 6. <u>Sure</u>, no problem.
- 7. Of course, I can.

UNIT 2: USEFUL EXPRESSIONS

READING -- p. 4

1.	All the letters to Florida go in one bag.	YES
	FL is Florida.	YES
3.	Maria can lift the bag.	NO
4.	Tony cannot lift the bag.	NO
5.	Tony ran out of envelopes.	NO

1. Washington	WA	6.	Or	Oregon
2. Hawaii	HI	7.	MS	Mississippi
3. Colorado	CO	8.	MI	Michigan
4. Texas	TX	9.	MO	Missouri
5. Minnesota	MN	10.	OH	Ohio

LISTENING -- p. 5

- 1. Could you help me?

- Yes, I can.
 There's a problem.
 I don't have anymore.



UNIT 3: MORE PROBLEMS

READING -- p. 9

1.	The docket is correct.	YES
2.	Jose should use Cheshire labels.	NO
3.	Jose should take the wrong labels off.	МО
4.	The labels should be typed.	YES

UNIT 4: FINISHING WORK

LISTENING -- p. 11

- 1. I'm done.
- 2. I'm finished.
- 3. I put on the stickers.
- 4. I stuffed the envelopes.
- 5. I tied the bundles.
- 6. I did my best.
- 7. What do you want me to do next?

UNIT 5: ASKING FOR MORE WORK

READING -- 12

1.	Sonja is done with her work.	YES
2.	Sonja tied the bundles.	YES
	Bill put the bags near the door.	YES
4.	Bill wants George to help Sonja.	NO
5.	Sonja knows how to stuff the envelopes.	NO

LISTENING -- p. 13

1. I'm finished.	(b)
2. What do you want us to do?	(b)
3. What should I do now?	(a)
A. I put them in bundles.	(b)

DICTATION -- p. 13

- 1. I finished my job.
- 2. What do you want me to do next?
- 3. I stuffed the envelopes and put on the stickers.



UNIT 6: ASKING FOR EXPLANATION OF SOMETHING WRONG

LISTENING -- p. 16

- 1. Is this right?
- 2. It's not quite right.
- 3. Why, what's wrong?
- 4. The order is wrong.
- 5. It's not guite right.

READING -- p. 17

- Maria is working on a second class mailing.
 For third class you have to put 10 in a bundle.
 The D sticker is for addresses with the same zip.
 The S sticker is for addresses in different states.
- 5. The MS sticker is for addresses in the same state. F

MORE READING -- P. 18

- 3 Why, what's the problem?
- <u>1</u> Is this right?
- 2 No, it's not quite right.
- You should put 6 in a bundle because it's a second class mailing.

LISTENING I -- P. 18

- A: Is this right?
 B: No, that's not the right <u>sticker</u> for those bundles.
- 2. A: Why, what's wrong?B: The sticker is right but the <u>order</u> is wrong.
- 3. A: What am I doing wrong?
 B: You need to write the name of the country.
- 4. A: What's wrong?
 B: You should use the D sticker for that zip.
- 5. A: What's the problem?
 B: You should put ten in each <u>bundle</u>.



6. A: What's the problem?B: You should use P. S. labels, not <u>Cheshire</u>.

LISTENING II -- pp. 18-19

- A: Excuse me, is this right?
 (a) No, it's not quite right.
- A: Why? What's the problem?
 (b) It's the wrong sticker.
- 3. A: You're not putting the right amount in each bundle.

 (b) How many for each bundle?
- 4. A: These aren't correct. You need to use the MS sticker for these envelopes.
 - (a) Oh, I see.

UNIT 7: SAFETY FIRST

LISTENING -- p. 22

- A: Hey, watch out! You spilled something.
 B: Oh, I'm sorry. I'll clean it up.
 - 2 Wipe up any spills.
- 2. A: Jose, can you give me a hand?
 - B: Sure, what the problem?
 - A: I can't reach that box.
 - B: Oh, sure. Let me find a ladder.
 - 3 Use ladders to reach high places.
- 3. A: Julio, can you move those boxes? They are blocking the door.
 - B: Sure, I'll move them.
 - A: Thanks.
 - 6 Don't block doorways.
- 4. A: Javier, you'll have to smoke outside.
 - B: Oh, okay.
 - 7 No smoking.

LISTENING -- P. 24

- 1. A: You'll have to ties your hair up when you operate this machine.
 - B: OK, I understand.



Tie up hair (or Keep hair tied up).

- 2. A: Jorge, be careful. Roll up your sleeves when you operate that machine.
 - B: OK, I will. Roll up sleeves.
- 3. A: Lydia, you're not allowed to wear jewelry when you're operating that machine.

B: Oh, I didn't know that. Don't wear iewelry.

- 4. A: Miguel! Be careful! You could hurt yourself leaning over the machine like that. B: Oh, I see. Thanks for telling me. Don't lean over the machine.
- 5. A: Rafael, you are not supposed to wear a tie when operating that machine. B: Oh, I didn't know that. Thanks. Don't wear ties.

WRITING -- P. 24

- 1. You must keep the work area clean.
- 2. You must wipe up any spills.
- 3. You must use ladders to reach high places.
- 4. You can't stand on boxes.
- 5. You must keep aisles clear.
- 6. You can't block doorways.
- 7. You can't smoke.





Module 4

May I Help You?



Career Resources Development Center 655 Geary Street San Francisco, CA 94102



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INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year-old, non-profit, community-based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company President, Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "the Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce to maximize productivity. This translates into workers' ability to read and understand work orders, and to perform job tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.



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Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.

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Gwen Kaplan, President
George Hamilton, Account Executive
Mitchel Darrow, Administrative Manager
Tony Rivera, Production Manager



ii

TEACHING GUIDE

A. Curriculum Design and Description

This module was designed for beginning to intermediate level ESL employees at Ace Mailing. The curriculum aims to assist them in developing the English communication skills necessary to provide good customer service in person as well as on the phone. The content is highly communicative and work-related, focusing on both language and cultural skills which improve employees ability to handle customers independently.

B. Unit Features

1. Vocabulary Boxes

The Vocabulary and Useful Expressions boxes at the beginning of each unit highlight words and expressions which might be new to the language learners. They should be discussed using modeling and realia in a meaningful context, and they should be continually reinforced throughout the module.

2. Getting Ready

This warm up activity affords learners the opportunity to discuss the subject to be taught in each unit. It allows students to express and compare their understanding of the subject with each other and it addresses cross-cultural differences in expectations of appropriate behavior in customer service. Students should be given time to examine and discuss the subject from various cultural viewpoints. At the same time, the instructor should point out those behaviors which are deemed appropriate in the American workplace.

3. Dialoques

In this section, vocabulary is assimilated in a meaningful context in the form of conversation. Instructors are encouraged to first read the whole dialogue or play the tape (more than once, if necessary) for learners to concentrate on listening and understanding the overall idea of the dialogue. This can be followed by an explanation of difficult words, expressions and usage. The instructor may then ask students to repeat each line and/or conduct a role play between him/her and students, between student groups, then between individual students.



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4. Scrambled Sentences

Some units contain scrambled sentences directly or indirectly adopted from the previous dialogue section with words which should begin the sentences capitalized. Students may work individually or as a group to unscramble each sentence and then put the unscrambled sentences in good order to make a dialogue. Instructors should provide plenty of time to allow students to work on the sentences and dialogues.

5. Listening

The listening activities are generally conversations or parts of conversations; some require students to circle/write what they hear, some students must complete, given a variety of choices. The tape which accompany this unit should be played several times to give all learners ample opportunity to respond appropriately.

6. Speaking (Information Gap Activities)

In information gap activities, students work in pairs and each student has different information. Students must communicate in order to complete a task. This type of practice is challenging because if communication is not clear or inadequate, the task cannot be completed. The steps for information gap activities are the same as for paired activities except that in information gap activities students cannot look at each other's papers. It is crucial that the teacher prepares students well for this type of exercise. To do so, the teacher may model the first task with students before asking them to work with each other on their own.

7. Speaking/Role Play

For each Role Play activity, students must read and fully understand the instruction with the teacher's assistance. Each student working with a partner should read only his/her own part of the instruction by covering his/her partner's. After each role play, students should switch roles.

8. Reading & Writing

The reading and writing activities are designed to help students 1) understand information in business cards, and 2) record telephone messages. A number of business cards are provided in the module; teachers are encouraged to use more realia for practice. As for take a phone message, students are require to listen to telephone dialogues and then write down the message with or without a given list of messages.



iv

OBJECTIVES OF MODULE 4

Module 4 is designed to help Ace Mailing limited English proficient (LEP) employees develop communication skills and strategies to provide customers with appropriate services. The emphasis in this module is on greeting customers and explaining supervisor's or manager's absences in person as well as on the phone. They will also develop skills in handling customer requests and in taking phone messages.

Specifically, students will be able to:

- 1. greet customers properly,
- 2. offer help to customers,
- 3. handle customers' requests,
- 4. explain supervisor's/manager's absences appropriately,
- 5. take a message in person and on the phone.



UNIT 1: CAN I HELP YOU?

Vocabulary: customer unavailable manager message appointment must something have to ignore

GETTING READY

	do? (Chec)	comes but your manager is not k as many as you want.)	around. What do you
	•	. Ignore the customer.	
	b	. Look for your manager.	raconth
	с	. Tell the customer to wait.	
	d	. Tell the customer your manage	er is in the bathroom
	е	 Tell the customer your managand take a message. 	er is busy right now
2.		er comes to the production area many as you want.)	. What do you say?
	а	Hi how are you?	
		. Hi, how are you?	
		. Excuse me, Sir. I must ask	you to leave.
	b	-	you to leave.
	b	. Excuse me, Sir. I must ask	you to leave.
	b	c. Can I help you?	



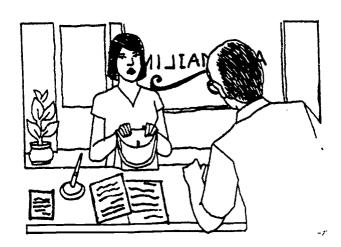
Useful Expression:

Do you have an appointment?

Is he expecting you?

What company are you with?

Please wait here.
I'll be right with you.



DIALOGUE

Minerva: Good afternoon, can I help you?

Customer: Yes. Is George in?

Minerva: Yes. Is he expecting you?

Customer: Yes. We have an appointment to meet at 10:00.

Minerva: What is your name?

Customer: Susan Miller.

Minerva: What company are you with?

Customer: Sierra Club.

Minerva: Please wait here. I'll be right with you.

(to George) George, Susan Miller of Sierra Club is

here to see you.

George: Thanks, Minerva.



GWEN. Kaplan

SCRAMBLED SENTENCES

Words in these sentences are in the wrong order. Write them in the right order.

- Tony I for looking am.
 I am looking for Tony.
- 2. expecting he you Is?
- 3. name What your is?
- 4. with I Pacific Bell am .
- 5. help I Can you?
- 6. company are What you with?
- 7. morning called I this.
- 8. name Juan Garcia My is .
- 9. Juan Garcia here is you to see.
- 10. A Just minute.



Now, put your sentences in the right order to make a dialogue. Then find a partner and practice the dialogue.

_ <u>A:</u>	Can	I help	you?			_	
					_		
					·		
		<u> </u>					
				· ·			
		_					



MORE DIALOGUES

Dialogue 1: May I help you?

Oscar: May I help you?

Customer: Yes. Is Tony in?

Oscar: I'm not sure. Let me check.

I'll be right with you.

Dialoque 2: Could you wait a minute?

Minerva: Can I help you?

Customer: Yes. Where's Tony?

Minerva: He's on the phone right now.

Could you wait a minute?

Customer: Sure.



Dialoque 3: Is there something I can do for you?

Customer: Excuse me. Is Tony in?

Miriam: No, he's not. Is there something I can do for you?

Customer: Yes. I need to meet with Tony.

Miriam: Just a moment. Let me check.....

He's with another customer right now. Can you wait?

Customer: No, I can't. I'm in a hurry.

Could I leave this job order with you?

Miriam: Sure. I'll give it to Tony.



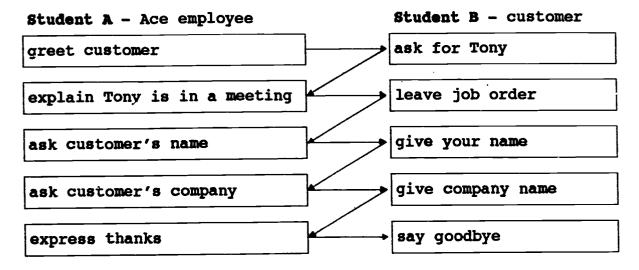
WRITING

Listen and fill in the missing words.

- 1. _____?
- 2. _____ I ____ you?
- 3. Is ____ something I can do ____ you?
- 4. Let me ____.
- 5. He'll _____ right ____ you.
- 6. He's _____.
- 7. He's _____ another customer ____ ___
- 8. _____ you _____ a minute, please?

ROLE PLAY

You are A. Find a partner--B and role play the following situations.





UNIT 2: TAKING DOWN CUSTOMER INFORMATION

Vocabulary: sales representative

Let me get...(a pen).
organization

job order need to client

DIALOGUE

Client: Is George in?

Oscar: No, he's not. Can I help you?

Client: Yes. I'm a sales representative for Sierra Club.

I need to leave this job order for George.

Oscar: OK. Let me get a pen and paper.

What's your name please ?

Client: It's John Miller.

Oscar: Could you spell it?

Client: J-O-H-N M-I-L-E-R.

Oscar: And what's your phone number?

Client: It's area code (510), 790-2853.

Oscar: Could you repeat that?

Client: Sure. It's area code (510), 790-2853.

Oscar: Thank you, Mr. Miller.

I'll give it to George as soon as he comes back.

LISTENING

Listen	and	circle	the	names	and	telephone	numbers	you	hear.
TTO COM	G III C	OTTOTO	C11C	110000	~	oozeb			

A. 1.	a) Pete Simon b) Pete Diamond c) Bete Zion	2. a) Joan Garciab) John Garciac) Jim Garcia	
3.	a) Gill Betters b) Bill Patters c) Phil Peters	4. a) (415) 335-6224 b) (405) 355-6244 c) (615) 533-4226	. :,
5.	a) (617) 362-5187 b) (618) 342-5789 c) (619) 246-5987		: • :
6.	a) Ban McMally, (408) b) Rand McNally, (408) c) Ted McNelly, (408)	451-1576	
7.	a) Dale Holden, 678-07 b) Di Hudson, 816-0796 c) Dee Hilton, 876-019	•	
8.	a) Aurora Domingo, (51 b) Europa Tominco, (50 c) Aron Domenjo, (510)	1) 751-3528.	·
	ı will hear people spell low.	out their names. Write out	the names
1.		2	
3.		4	
5.		6	<i>:</i>
	u will hear people givi: low.	ng their telephone numbers. V	
1.		2	· '
3.		A	
5.		6.	ب ر

SPEAKING

Listen to the dialogue. Then find a partner and practice it.

- A: What's your name please?
- B: Daisy Miller.
- A: Could you spell your first name?
- B: D-A-I-S-Y.
- A: And your last name?
- B: Miller, M-I-L-E-R.
- A. M-I-L-L-E-R?
- B: Yes, that's right.
- A: And what's your telephone number?
- B: It's area code (619), 823-1390.
- A: Could you repeat that?
- B: Sure. Area code (619), 823-1390.

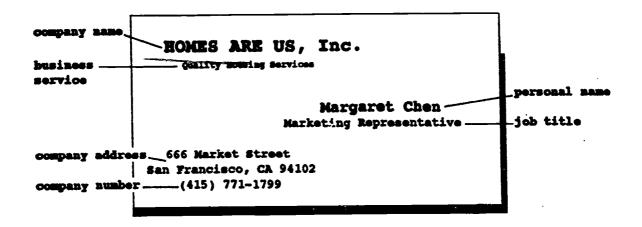
Now each student will get a card with a person's name and phone number. The student is that person. Ask each other for his/her name and number, then write the information down below.

MANE	NUMBER
MARG	#ONDEN

	1.	·
	2.	
	3.	
-		
	4.	
	1	



BUSINESS CARDS



Look at the business cards below. Circle the items on the cards.

company name

personal name

company number

personal number

company address

personal address

job title

business services

logo

The Partnership for San Francisco



San Francisco Economic Development Corporation

465 California Street San Francisco, CA 94104 (415) 392-0291 FAX 392-5724 Kent O. Sims • President

B.

company name

personal name

company number

personal number

company address

personal address

job title

business services

logo

rans oast ENVELOPE COMPANY

DENNIS WELLS

240 LITTLEFIELD AVENUE, SOUTH SAN FRANCISCO 94080 (415) 244-6250 FAX: (415) 589-0402



Read the following business cards and answer the questions below.

A.



2778 - 24th Street San Francisco, CA 94110 (415) 292-2400

Robert C. Sanchez President

1.	What is the cardholder's name?
2.	What is his title?
3.	What is the company name?
4.	What's its number?
5.	What's its address?
6.	Is there a logo on this business card? Describe it

B.



CECILIA METZ EXECUTIVE DIRECTOR

291 GEARY STREET, SUITE 600 SAN FRANCISCO, CA 94102 (415) 781-5348 H (415) 761-7690

What	is	the	cardholder's name?
What	is	the	title?
	is	her	work number?
What	is	her	home number?
	is	the	name of the organization?
What	is	its	address?

DIALOGUE

Oscar: Excuse me, may I help you?

Client: Yes. I'm looking for Tony.

Oscar: He is not in right now.

Is there something I can do for you?

Client: Yes. Could you give this sample to him?

Oscar: OK. Do you have a business card?

Client: Yes. Here it is.

Oscar: Thank you. I'll give it to him as soon as possible.

LISTENING

Listen to the tape and circle what you hear.

- a. Excuse me, may I help you?
 b. Excuse me, can I help you?
- a. Hi, I'm looking for George.
 b. Hi, I'm looking for Tony.
- 3. a. Is there something I can do for you? b. What can I do for you?
- 4. a. Could you give this job order to Tony?
 b. Could you give this sample to Tony?
- 5. a. Do you have an expensive car?b. Do you have a business card?
- 6. a. I'll give it to him as soon as possible.b. I'll give it to him as soon as he comes back.



SCRAN	BLED SENTENCES
A. Words right	in these sentences are in the wrong order. Put them in the corder.
1.	looking George I'm for .
2.	job sample George you give this could to?
3.	office out now he's of right the.
4.	you may I help?
5.	business have you do a card?
6.	possible soon give as I'll to as him it.
7.	it is Here.
Now, Then	put your sentences in the right order to make a dialogue. find a partner and practice the dialogue.
	<u>A:</u>



MATCHING

Match the questions on the left with appropriate responses on the right. (There is more than one possible response for each question.)

1. ___ Hello, may I help you? a. Yes, I do. Here it is.

2. __ Is there something I can do for you?

3. __ Do you have a business c. Yes. I need to leave this job order for Tony.

4. __ Is he expecting you? d. Yes, I'm looking for Tony.

5. __ Could you wait a minute? e. Yes, he is. We have a meeting at 1:00.



LISTENING

Listen to the tape and circle the sentence that best completes the conversation.

- 1. a) Let me check.
 - b) I don't know.
 - c) Who are you?
- 2. a) I'm sorry.
 - b) I don't know.
 - c) Is there something I can do for you?
- 3. a) I'm sorry, Tony is not in right now.
 - b) OK. Do you have a business card?
 - c) Please come back later.
- 4. a) I'm sorry, I don't know your name.
 - b) I'm sorry, I can't spell your name.
 - c) Could you spell your name?
- 5. a) Could you repeat that?
 - b) May I repeat that?
 - c) Could you spell that?
- 6. a) I'm sorry. Can you wait?
 - b) OK. I'll give it to him as soon as he comes back.
 - c) OK. You can give it to him as soon as he comes back.

ROLE PLAY

You are A. Find a partner -- B, and role play the situations.

PERSON A - Ace employee

1. Tony is on the phone now. Greet the customer. Then, ask the customer to wait for Tony.

PERSON B - customer

- 1. You are with Sierra Club. You have a job sample for Tony.
- 2. Tony is out to lunch. Greet and help the customer.
- You have a job order for Ace. Look for Tony. If he is not in, leave the job order with another employee.



UNIT 3: GEORGE IS NOT IN RIGHT NOW

Vocabulary and Useful Expressions:					
out to lunch out of the office away from his desk take a coffee break					
ustomer when your supervis	sor or manage:				
On the I	Phone				
n your classmates'. Decided which are not.	e which				
customer when your supervious ite it down.	sor or manage				
	out to lunch out of the office away from his desk take a coffee break sustomer when your supervise on your classmates'. Decide if which are not. customer when your supervise customer when your supervise customer when your supervise customer when your supervise				



4. Compare your list with your classmates'. Decide which responses are good and which are not.

LISTENING

A. Listen to the response in each dialogue and check "GOOD" or "BAD."

	GOOD	DAD
1.		
2.		
3.		
4.		
1. 2. 3. 4. 5.		
7.		·
8.		
9.		
10.		



B. Listen to the dialogues and circle the responses you hear.

- 1. a) in a meeting
- b) out of the office
- c) just stepped out

- 2. a) not in
- b) out to lunch
- c) with a customer

- 3. a) on the phone
- b) not in right now
- c) away from home

- 4. a) out to lunch
- b) just stepped out
- c) with a customer

- 5. a) in a meeting
- b) out to lunch
- c) just stepped out

ROLE PLAY

You are "Person A." Find a partner--"Person B" and role play the following situations.

PERSON A

PERSON B

- Tony is not in the office. You don't know where he is. Greet the customer and take down his/her name and number.
- You are with Jade Printing. You're looking for Tony.
- Tony is talking with a customer.
 Another customer is looking for him.
 Greet the customer and ask him/her to wait for Tony.
- 2. You work for Sony and you need to talk with Tony now. You don't have time to wait for him.



WRITING

Choose the sentences that fit in the two categories below.

May I help you? He just stepped out. He's with another customer. He's out to lunch. What can I do for you? He's in a meeting.

He's out of the office. Can I help you? He's on the phone. Is there something I can do for

	ting a customer	
1.		
3.		
4.		
3		
ex]	aining why your m anager is unavailal	le
1.		
1. 2.		
1. 2. 3.		



UNIT 4: ANSWERING THE TELEPHONE

Vocabulary and Useful Expression:

Juana speaking.

urgent
I have no idea...

Can I take a message?

Would you like to leave a message?

I'll give him the message.

DIALOGUE

Listen and practice the dialogue. Then answer the following questions.

Juana: This is Tony's desk. Juana speaking.

Client: Hello, may I speak to Tony, please?

Juana: He is in a meeting right now.

Can I take a message?

Client: Yes. This is Mary Smith with Sierra Club.

Please tell him to call me back. It's urgent.

Juana: OK. What is your telephone number?

Client: It's 578-7324.

Juana: I'll give him the message.

Client: Thank you. Bye.

- 1. Who answered the phone?
 - a. Mary
 - b. Tony
 - c. Juana
- 2. Who is the caller?
 - a. Sierra club
 - b. Mary Smith
 - c. Juana

- 3. What's the message?
 - a. Call Mary back.
 - b. Meet Mary tomorrow.
 - c. Mary will call later.
- 4. Where's Tony?
 - a. In Sierra Club.
 - b. On the phone.
 - c. In a meeting.

SCRAMBLED SENTENCES

Rearrange words in these sentences in the right order.

- 1. Tony speak may to I ?
- 2. meeting Tony right in a is now.
- 3. message I take a Can?
- 4. Is your what number telephone ?
- 5. Tony message give I'll the .

ROLE PLAY

Find a partner, follow the instruction and role play the situation.

Answer the phone on Tony's desk. Explain that Tony just stepped out Take a message. Confirm the name and phone number. Tell him/her you'll give Tony the message.



LISTENING

Listen to the dialogues and circle the correct sentences. Then, write the names and telephone numbers you hear.

		Response	Name and Phone Number			
1.	b.	He's away from his desk. He's out of the office. He's in a meeting.				
2.	b.	She's with a customer. She's sick today. She's just stepped out.	·			
3.	b.	She's in a meeting. She's not here. She's away from her desk.				
4.	b.	He's at lunch. He's away from his desk. He's not here.				
5.	b.	He's busy right now. He's in a meeting. He's with a customer.				
6.	b.	She's out of the office. She's with a customer. She's busy at the moment.				



UNIT 5: TAKING PHONE MESSAGES

	DY

1.	kind the		hone	ness	ages	do	people	usually	get	at	work?
								· <u> </u>			_
											_
				_							

2. Have you used a message pad? Circle the words that you don't understand.

IMPORTA	NT MESSAGE	
FOR		A.M
DATE	TIME	_P.M
м		
OF		-
PHONE AREA CODE	NUMBER EXTE	NBION
TIBLEPHONED	PLEASE CALL	
CAME TO SEE YOU	WILL CALL AGAIN	
WANTS TO SEE YOU	RUBH	
RETURNED YOUR CALL	SPECIAL ATTENTION	<u> </u>
MESSAGE		
	<u> </u>	
<u> </u>		
, ,		
SIGNED		



LISTENING

Listen to the telephone conversations. Circle the messages.

- a. Class is canceled today.
 b. The meeting is canceled.
- 2. a. Call Mary Smith back at 567-7634. b. Meet Mary Smith at City Hall.
- a. Oscar is sick today. He can't come to work.
 b. Juana has an emergency. She can't come to work.
- 4. a. Joe Kennedy returned your call.b. Call Joe Kennedy back ASAP.
- 5. a. Carmen will come in late.She has an emergency at home.b. Minerva will come in late. The bus is late.



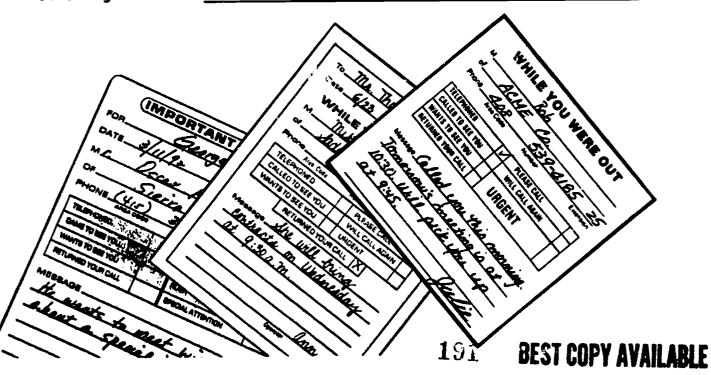
WRITING

Listen to the dialogues and take down the messages.

will call back later returned your call call her back set up a meeting Class is canceled meeting is canceled is sick. He can't come to work today.

will come in late today.

1.	Chris	called	ı		
4.	Oscar			 	
	Georg				



READING

Read the two messages below. Then answer the questions for each message.

A.	(IMPORTANT MESSAGE)
	FOR GWEN.
	DATE 3/14/92 TIME 9:30 AM
	Mrs. Mebel Teng
	OF CRDC
	PHONE (415) 775-8880 X 33
	TRUMONED REASE CALL
	CAME TO SEE YOU
	WANTS TO SEE YOU
	RETURNED YOUR CALL SPECIAL ATTENTION
	MESSAGE
	She wants to meet you for
	1 . I who make and
	Call her before 2:00 por today
В.	SIGNED Maniem
B •	LITHOUNUSA

- 1. Who is the message for?
- 2. Who is the caller?
- 3. What company is he with?
- 4. What's his phone number?
- 5. Who took the message?
- 6. What's the message?

	Time 1:00 p.m
n <u>mika sa</u>	
. Sadai As	
305-84	493
Area Code	Number Extension
TELEPHONED	PLEASE CALL
CALLED TO SEE YOU	WILL CALL AGAIN
WANTS TO SEE YOU	URGENT
RETURNED	YOUR CALL X
She In	ill bring
Message AV W	Illeden Red aus
Contracts on	wwwway
at 9:30 a.m	<u> </u>
	ann
	Coerator

SPEAKING

1. Student A--Look at the message pad below. You have some missing information. Ask Student B for the information and write it down.

12.1	ANT MESSAGE
FOR CTIVE	TIME //: 20 AM
DATE	TIME //- 22_ P.M.
M	
OF BONK H	Marker.
PHONE	
AARA COOR	4
TRANSPART .	PENSICAL S
COME TO SHE YOU	MULTINE MANN
WANTS TO SEE YOU	BURN TO THE REAL PROPERTY.
RETURNED YOUR CALL	BROWLATION TO
X/e	nude to
mut we	
This offi	enon. Call
him los	L. Sefore 2 p.m.

2. Student A--Ask Student B about the missing information.

	TANT MESSAGE
FOR TI	TIME 10:45 P.M.
M	TIME / COAS PINT.
OF	
PHONE (510)	342-2307 34 NAMES DITTRIBON
TELEPHONED	PIEMECAL CONT.
DAME TO SEE YOU	WILEONE ARMS
WANTE TO SEE YOU	MAIN COARS
METURNAD YOUR CALL	SPECIAL ATTENTION
MESSAGE	
SIGNED_	cas



1. Student B--Look at the message pad below. You have some missing information. Ask Student A for the information.

(IMPORT	AN'	T MESSA	GE)
DATE 4/16/9 MC Same	72	TIME	A.M. P.M.
OF	_		
TREPHONED CAME TO SEE YOU		PLEASE CALL S	STEEDON
WANTS TO SHE YOU TO SHE YOUR CALL		RUBH SPECIAL ATTRIPE	V
MESSAGE		 -	
			·
SIGNED LITHO IN USA	itt		

2. Student B--Ask Student A about the missing information.

(IMPORTAL	NT MESSAGE)
FOR		
DATE	TIMEA.M.	Ι.
MS. Sheron	Role Copy Center	'`
of Market	Copy Center	1
PHONE	NUMBER EXTENSION	1
TRUSPIONED 1	PLEASE CALL .	
CAME TO SEE YOU	WELCHLASAN,	ì
WANTE TO SHE YOU	AUDIT OF THE STATE	
RETURNED YOUR CALL	SPECIAL ATTENTION	ļ
MESSAGE She W	wate to	1
_ meet w	ith you	İ
about a	special	
- job wal	<u>vi</u>	
		. [
		.
SIGNED		.]



ROLE PLAY

Find a partner. Follow the instruction and role play the siguations. Look only at your part.

STUDENT B STUDENT A 1. Call Tony and tell him you 1. Tony is not in the office are going to be 40 minutes right now. Answer the phone and take a message for him. late for work. 2. Call Tony. Tell him you 2. Tony is with a customer are sick and you can't come right now. Answer the phone to work today. and take a message. 3. You work for Dole. Call 3. Tony is not in. Answer the Tony and tell him you want phone and take a message for to meet with him on Friday. him. 4. You are with Wells Fargo 4. Tony is out to lunch. Answer Bank. Call Tony and tell the phone and take a message. him you will drop a job sample at his office tomorrow afternoon. 5. You're a sales representa-5. Tony is in a meeting. Answer tive with Quick Copy. You the phone for him and take are returning Tony's call. a message. 6. You work for the Post 6. Tony is busy right now. Office on 3rd Street. Call Answer the phone and take a Tony and ask him to call message. you back. 7. Call Chris and tell her you 7. Chris just stepped out. can't come to class today. Answer the phone on her desk and take a message for her.



LISTENING

Listen to the telephone conversations and take down the messages.

1.

IMPORTA	NT MESSAGE
FOR	
DATE	A.M TIMEP.M
M	
OF	
PHONE	NUMBER EXTENSION
TELEPHONED	PLEASE CALL
CAME TO BEE YOU	
WANTS TO SEE YOU	RUGH
RETURNED YOUR CALL	SPECIAL ATTENTION
MESSAGE	
SIGNED	



2.

FOR		
DATE	TIME	A.M P.M
M	·	
OF		
PHONE	ALAMBER	EXTENSION
		EXTENSION
TELEPHONED	PLEASE CALL	<u> </u> -
CAMETO SEE YOU	WILL CALL AGAIN	
WANTS TO SEE YOU	RUBH	- 1
RETURNED YOUR CALL	SPECIAL ATTENTION	
RETURNED YOUR CALL. MESSAGE	SPECIAL ATTENTION	
	SPECIAL ATTENTION	
	SPECIAL ATTENTION	
	SPECIAL ATTENTION	



3.

		A.N
DATE	TIME	P.N
M		<u>·</u> _
DF		
PHONE:		EXTENSION
AREA CODE		EXTENSION
TELEPHONED	PLEASE CALL .	
CAMETO BEEYOU	WILL CALL AGAIN	
WANTE TO SEE YOU	RUBH	
RETURNED YOUR CALL	SPECIAL ATTENTION	
MESSAGE		-
MESSAGE,		
		
_		•



UNIT 1

SCRAMBLED SENTENCES -- p.3

- I am looking for Tony.
- Is he expecting you?
- 3. What is your name?4. I am with Pacific Bell.
- 5. Can I help you?
- 6. What company are you with?
- 7. I called this morning.
- 8. My name is Juan Garcia.
- 9. Juan Garcia is here to see you. A: Just a minute. 10. Just a minute. (to Tony) Juan

p.4

- A: Can I help you?
- B: I am looking for Tony.
- A: Is he expecting you?
- B: I called this morning.
- A: What is your name?
- B: My name is Juan Garcia.
- A: What company are you with?
- B: I am with Pacific Bell.

(to Tony) Juan Garcia is

here to see you.

WRITING -- P.6

- 1. Can I help you?
- 2. May I help you?
- 3. Is there something I can do for you?
- 4. Let me see?
- 5. He'll be right with you.
- 6. He's in a meeting.
- 7. He's with another customer right now.
- 8. Can you wait a minute, please?



UNIT 2

LISTENING -- P.8

A.

- 1. A: What's your name, please?
 - B: It's Pete Simon. P-E-T-E S-I-M-O-N.
 - A: Thank you.
- 2. A: What's your name, please?
 - B: Joan Garcia.
 - A: Could you spell it?
 - B: J-O-A-N G-A-R-C-I-A.
 - A: Thank you, Ms. Garcia.
- 3. A: May I have your name please?
 - B: Yes, it's Phil Peters, P-E-T-E-R-S.
 - A: Could you spell your first name?
 - B: Sure. It's P-H-I-L.
- 4. A: And what's your phone number?
 - B: It's area code 415, 225-6224.
 - A: Could you repeat that?
 - B: 335-6224.
 - A: Thank you.
- 5. A: My number is area code 618, 342-5789.
 - B: Area code 618, 3-4-2...5-7-8-9.
 - A: That's right.
 - B: Thank you.
- 6. A: Is George there?
 - B: No, he's not. Can I help you?
 - A: Yes. I'm from MCI. I need to leave this job order for George.
 - B: OK. What's your name please?
 - A: It's Ted McNelly.
 - B: Could you spell it?
 - A: Ted, T-E-D. McNelley, M-small C-big N-E-L-L-Y.
 - B: And what's your phone number?
 - A: It's area code 408, 571-4526.
 - B: Area code 408, 517-4526.
 - A: Right.
 - B: Thank you, Mr. McNelly. I'll give it to George as soon as he comes back.
 - A: Thanks. Bye.
- 7. A: May I have your name please?
 - B: My name is Dee Hilton, D-E-E H-I-L-T-O-N.
 - A: Thank you, Ms. Hilton.



- 8. A: May I have your name?
 - B: My name is Aurora Domingo.
 - A: Could you spell that?
 - B: It's A-U-R-O-R-A D-O-M-I-N-G-O.
 - A: Thank you. And your phone number?
 - B: It's area code 510, 751-4538.
 - A: Thank you.
- B.
- 1. A: My last name's Westveer. That's W-E-S-T-V-E-E-R.
 - B: Thanks. And your first name?
 - A: Drew. D-R-E-W.
- 2. A: What's your first name, please?
 - B: Angela.
 - A: Is that A-N-G-E-L-A?
 - B: That's correct. And my last name is Lin. L-I-N.
- 3. A: My last name's Yau. Y-A-U.
 - B: And your first name please, Mr. Yau?
 - A: It's Ming. M-I-N-G.
 - B: Thank you.
- 4. A: Could I have your first name, please?
 - B: It's Thomas.
 - A: T-H-O-M-A-S.
 - B: That's right. And my last name is De Carlo.
 - A: D-E-C-A-R-L-O.
- 5. A: How do you spell your last name, please?
 - B: Riley. R-I-L-E-Y.
 - A: R-I-L-E-Y.
 - B: And my first name is Leila. L-E-I-L-A.
 - A: L-E-I-L-A. Thank you, Ms. Riley.
- 6. A: What's your name?
 - B: Yamaguchi. Y-A-M-A-G-U-C-H-I.
 - A: And your first name?
 - B: Christine.
 - A: C-H-R-I-S-T-I-N-E?
 - B: That's right.
- C.
- 1. My number is 362-5500. 362-5500.
- 2. Let me give you my number. It's 775-1748. 775-1748.
- 3. Here's my number. 337-2567. 337-2567.
- 4. Our number's area code 203, 482-2948. Area code 203, 482-2948.
- 5. My office number is area code 415, 885-0460. 885-0460.
- 6. Do you want my number? It's area code 408, 529-1732. 529-1732.

LISTENING -- p.13

- 1. A: Excuse me, may I help you?
 - B: Yes. I need to talk to Tony.
 - A: He's over there.
 - B: Thanks.
- 2. A: Good morning. Can I help you?
 - B: Hi, I'm looking for Tony.
 - A: OK. Just a moment.
- 3. A: May I help you?
 - B: I need to talk with Tony.
 - A: He's not in right now. Is there something I can do for you?
 - B: Well, that's OK. I'll come back later.
- 4. A: Hi, can I help you?
 B: Uh, yes. I'm looking for Tony.
 - A: He is in a meeting right now. May I help you?
 - B: Could you give this sample to Tony?
 - A: Sure. And what's your name?
 - B: Denise Garcia. This is my card.
 - A: Thank you. I'll give it to Tony as soon as possible. B: Thank you very much. Have a nice day.
- 5. A: Excuse me, may I help you?
 - B: Yes. Would you give this job order to George?
 - A: Sure. Do you have a business card? B: Yes. Here you are.

 - A: Thank you. I'll give it to George as soon as possible.
- 6. A: Excuse me, may I help you?
 - B: Could you give this sample to Tony?
 - A: Sure. What's your name...or do you have a business card?
 - B: Here's my business card.
 - A: Thank you. I'll give it to Tony as soon as possible.

SCRAMBLED SENTENCES -- p.14

- 1. I'm looking for George.
- 2. Could you give this job sample to George?
- 3. He's out of the office right now.
- 4. May I help you?
- 5. Do you have a business card?
- 6. I'll give it to him as soon as possible.
- 7. Here it is.

- A: May I help you?
- B: I'm looking for George.
- A: He's out of the office right now.
- B: Could you give this job sample to George?
- A: Do you have a business card?
- B: Here it is.
- A: I'll give it to him as soon as possible.



MATCHING -- p.15

- 1. c or d
- 2. c or d
- 3. a
- 4. e
- 5. b

LISTENING -- p.16

- 1. A: Excuse me. Can I help you?
 - B: Yes. I'm looking for Oscar. Is he in?
 - A: Let me check.
- 2. A: Excuse me, where is Tony's office?
 - B: Over there, but he is out to lunch.
 - A: Oh ...
 - B: Is there something I can do for you?
- 3. A: Can I help you?
 - B: Yes. I need to drop off this job order with Tony.
 - A: OK. Do you have a business card?
- 4. A: May I have your name please?
 - B: My name is Vic Peterson with Bank of California.
 - A: Could you spell your name?
- 5. A: And what is your telephone number, Mr. Peterson?
 - B: It's area code 510, 627-6793.
 - A: Could you repeat that?
- 6. A: Excuse me, may I help you?
 - B: Oh, I'm looking for Tony.
 - A: He's not in right now. Can I help you?
 - B: Yes. My name is Bob Newman. I'm a sales representative with Jade Printing. This is my card. Can you give this job sample to Tony?
 - A: OK. I'll give it to him as soon as he comes back.

UNIT 3

LISTENING -- P.18

A.		
	GOOD	BAD
1.	1	
2.		
3.		1
4.	1	
5.		1
6.		1
7.		
8.		1
9.		
10.	1	

- 1. A: Excuse me. Is Tony in?
 - B: No, he's not. Is there something I can do for you?
 - A: That's OK. Thanks.
- 2. B: Can I help you?
 - A: Yes. Where's Tony?
 - B: He's on the phone right now. Could you wait a
 - while?
 - A: Sure.
- 3. A: Excuse me. Is George in?
 - B: I don't know.
 - A: Do you know where he is?
 - B: I don't know...
- 4. B: May I help you?
 - A: Yes. Is Tony in?
 - B: I'm not sure, but let me check.
- 5. A: Excuse me. Is Tony in?
 - B: No, he's not in.
 - A: When will he be back?
 - B: 2 o'clock. Please come back at 2 o'clock.
- 6. A: Excuse me. Is this Tony's office?
 - B: Yes.
 - A: Is he in?
 - B: Yes.
 - A: Can I talk to him?
 - B: Yes.
 - A: Where is he?
 - B: Over there.



- 7. A: Can I help you?
 - B: Yes, please. Could you give this envelope to Tony?
 - A: Sure. Do you have a business card?
 - B: Yes...here it is.
 - A: Thank you. I'll give it to him as soon as he comes possible.
- 8. A: Excuse me, I need to talk to Tony.
 - B: He's in the bathroom right now. Please wait.
- 9. A: Excuse me, where is Tony?
 - B: He went out.
 - A: Where did he go?
 - B: He went to deposit his check.
- 10. A: Excuse me, I'm looking for Tony.
 - B: Tony? Let me check...

He is in a meeting right now. Can I help you?

- A: No, that's OK. I'll come back later.
- B: OK.
- B.
- 1. A: Excuse me, I'm looking for Tony.
 - B: Tony? Let me check...

He is in a meeting right now. Can I help you?

- A: No, that's OK. I'll come back later.
- B: OK.
- 2. A: Excuse me, can I help you?
 - B: Yes. I'm looking for Tony.
 - A: He is on the phone right now. Would you like to wait?
 - B: Sure.
 - A: Have a seat.
- 3. A: Excuse me, where is Tony's office?
 - B: He is with a customer right now. Can I help you or would you like to wait?
 - A: I'll wait.
 - B: OK. Have a seat.
- 4. A: Where is Tony?
 - B: He just stepped out.
 - A: When will he be back?
 - B: I'm not sure. Is there something I can do for you?
 - A: Yes. Could you give this docket to Tony?
 - B: Sure, no problem.
 - A: Thank you.
- 5. A: Excuse me, may I help you?
 - B: Yes, you may. Where's Tony's office?
 - A: Over there, but he is on the phone right now. He'll be right with you.
 - B: Thanks.

UNIT 4

SCRAMBLED SENTENCES -- p.21

- 1. May I speak to Tony?
- 2. Tony is in a meeting right now.
- 3. Can I take a message?
- 4. What is your telephone number?
- 5. I'll give Tony the message.

LISTENING -- P.22

- 1. A: Excuse me, I'm looking for Tony.
 - B: Tony? Let me check...

He is in a meeting right now. Can I help you?

- A: Yes. Could you give this sample to him?
- B: Sure. What's your name, please?
- A: Bill Robinson.
- B: Could you spell it?
- A: B-I-L-L R-O-B-I-N-S-O-N.
- B: What's your phone number?
- A: It's area code 510, 937-5820.
- B: Thank you, Mr. Robinson. I'll give it to Tony as soon as possible.
- 2. A: Excuse me. Where can I find Ms. Gwen Kaplan?
 - B: Let me check...

She didn't come in. She's sick today. Can I help you?

- A: Could you give this package to her?
- B: Sure. May I have your name please?
- A: Jackie Adams, A-D-A-M-S.
- B: A-D-A-M-S?
- A: Correct.
- B: And what's your phone number?
- A: 861-2579.
- B: Could you repeat that?
- A: It's 861-2579.
- B: Thank you.
- A: Tell her to give me a call.
- B: OK. I'll give the package and the message to her as soon as possible.
- 3. (ring...ring)
 - A: Hello, this is Tony's desk. Chris speaking.
 - B: May I speak to Olga?
 - A: I'm sorry, she's not here right now. Can I help you?
 - B: Yes, could you tell her to call Miguel at 556-7904?
 - A: OK...call Miguel at... ...could you repeat your number?
 - B: Sure. It's 556-7904.
 - A: Thank you. I'll give her the message as soon as she comes back.
 - B: Thank you very much. Bye.



4. (ring...ring)

- A: Hello, this is Mike Handerson's desk. Angela speaking.
- B: Good morning, this is Jim Dalton. May I speak to Mr. Handerson?
- A: I'm sorry, he's away from his desk right now. May I help you?
- B: Yes, could you tell him to call me back at area code 408, 770-4538?
- A: Area code 408, 770-4538?
- B: Right.
- A: What's your name again?
- B: Jim Dalton, D-A-L-T-O-N.
- A: Thank you, Mr. Dalton. I'll give him the message as soon as possible.
- 5. (ring...ring)
 - A: Hello, this is Tony's desk. Oscar speaking.
 - B: Hello, can I speak to Tony?
 - A: I'm sorry, he's with a customer right now. Would you like to leave a message?
 - B: No, thanks. I'll call back later.
 - A: OK. Bye.
- 6. (ring...ring)
 - A: Hello, this is Mabel's office, Chris speaking.
 - B: Can I talk to Mabel?
 - A: She's busy at the moment. Would you like to leave a message?
 - B: Yes. Please tell her to call Ted Simpson.
 - A: Could you spell it?
 - B: T-E-D S-I-M-P-S-O-N.
 - A: And what's your phone number?
 - B: It's area code 510, 790-247.
 - A: Thank you, Mr. Simpson. I'll give her the message as soon as possible.

UNIT 5

LISTENING -- p.24

- 1. A: This is Tony's desk, Oscar speaking.
 - B: Hi, Oscar, this is Chris. Can I speak to Tony?
 - A: He is in a meeting right now.
 - B: I see. Could you tell him and other students that there's no class today?
 - A: OK.
 - B: Thanks, Oscar. See you tomorrow.
- 2. A: This is Tony's desk, Miriam speaking.
 - B: Hello, may I speak to Tony?
 - A: I'm sorry, he just stepped out. Would you like to leave a message?
 - B: Yes, please tell him to call Mary Smith at 567-7634.
 - A: All right...call Mary Smith at 567-7634.
 - B: Thank you. Bye.
- 3. A: This is Tony's desk.
 - B: Hello, this is Oscar. May I speak to Tony?
 - A: He is not in the office right now. Would you like to leave a message?
 - B: Yes. Please tell him I'm sick. I can't come to work today.
 - A: OK, Oscar. I'll give him the message.
- 4. A: Good morning. Ace Mailing.
 - B: Good morning. This Joe Kennedy at Bank of America. May I speak to Tony?
 - A: I'm sorry, he is on the phone right now. Would you like to leave a message?
 - B: Yes. Please tell him to call me back ASAP. My number is 775-4537.
 - A: OK. I'll give him the message as soon as possible.
- 5. A: Good morning. Ace Mailing.
 - B: Hello, this is Carmen. May I speak to George?
 - A: I'm sorry, George is with a customer. Would you like to leave a message, Carmen?
 - B: Yes. Please tell him I will come in late. I have an emergency at home.
 - A: OK. I'll tell him as soon as possible.
- 6. A: This is Tony's desk. Terry speaking.
 - B: This is Thomas Jones. Is Tony in?
 - A: No, he's not in right now. Would you like to leave a message?
 - B: Sure. I called him early this morning and I would like to meet him tomorrow afternoon. Tell him to call me back at Area code 510, 565-8477.
 - A: OK, Mr. Jones. I'll give him the message as soon as possible.



LISTENING -- p.25

- 1. A: This is Tony's desk, Oscar speaking.
 - B: Hi, Oscar, this is Chris. Can I speak to Tony?
 - A: He is in a meeting right now.
 - B: I see. Could you tell him and other students that there's no class today?
 - A: OK.
 - B: Thanks, Oscar. See you tomorrow.
 - A: Bye, Chris.
- 2. A: This is Tony's desk. Juana speaking.
 - B: This is Thomas Jones. Is Tony in?
 - A: No, he's not in right now. Would you like to leave a message?
 - B: Sure. I called him early this morning and I would like to set up a meeting with him tomorrow afternoon. Tell him to call me back at Area code 510, 565-8477.
 - A: OK, Mr. Jones. I'll give him the message as soon as possible.
- 3. A: This is Tony's desk, Miriam speaking.
 - B: Hello, may I speak to Tony?
 - A: I'm sorry, he just stepped out. Would you like to leave a message?
 - B: Yes, please tell him to call Susan Smith at 415, 239-6543.
 - A: OK, Ms. Smith. I'll give him the message as soon as possible.
- 4. A: This is Tony's desk.
 - B: Hello, this is Oscar. May I speak to Tony?
 - A: He is not in the office right now. Would you like to leave a message?
 - B: Yes. Please tell him I'm sick. I can't come to work today.
 - A: OK, Oscar. I'll give him the message.
 - B: Thank you. Bye.
- 5. A: Good morning. Ace Mailing.
 - B: Good morning. This Henry Metz at Wells Fargo Bank. May I speak to Tony?
 - A: I'm sorry, he is on the phone right now. Would you like to leave a message?
 - B: No, that's OK. I'll call back later.
 - A: OK, Mr. Metz. Bye.
- 6. A: Good morning. Ace Mailing.
 - B: Good morning. This is James Olsen at Bank of America. May I speak to Tony?
 - A: I'm sorry, he is on the phone right now. Would you like to leave a message?
 - B: Yes. Please tell him the meeting is canceled.
 - A: OK. I'll give him the message as soon as possible.



7. A: Good morning. Ace Mailing.

B: Hello, this is Olga. May I speak to Tony?

A: I'm sorry, Tony is with a customer. Would you like to leave a message, Olga?

B: Yes. Please tell him I will come in late.

A: OK. I'll tell him as soon as possible.

B: Thank you. Bye.

8. A: Hello, this is Tony's desk. Minerva speaking.

B: Hello, this is George Wallace at Marshall Printing. I'm returning his call.

A: Excuse me, what's your name again?

B: George Wallace, W-A-L-L-A-C-E.

A: OK, hold on...

("Excuse me, Tony, George Wallace is returning your call.")
Mr. Wallace, he'll be right with you.

A: Thank you.

LISTENING -- p.30

1. Receiver: Accounting Department, this is Jane.

Caller: Hello, is Marge there please?

Receiver: I'm sorry, she's away from her desk. Could I take

a message?

Caller: Yes, please have her call Joan at 657-4994.

Receiver: Okay, this is joan at 657-4994.

Caller: That's right.

Receiver: I'll see that she gets the message.

Caller: Thanks. Good-bye.

2. Receiver: Marge Peterson's desk. This is Jane.

Caller: Hello, may I speak to Marge, please?

Receiver: I'm afraid she's not in at the moment. Would you

care leave a message?

Caller: Yes, this is Pablo. Could you tell her that I won't

be able to make our lunch date tomorrow? I'll be out of town, a nd I'll phone her back next week.

Receiver: Okay, Pablo. Does she have your number?

Caller: She has it, but let me give it to you again. It's

586-3759.

Receiver: Okay, let me see if I got that. This is Pablo at

586-3759. You can't make the lunch date tomorrow, and you'll phone her back when you get back in town

next week.

Caller: Yes, that's it. Thanks a lot.

Receiver: You're welcome. I'll see that she gets the message.

3. A: This is Tony's desk. Oscar speaking.

- B: Good morning. This is Jane Watson at Bank of America. May I speak to Tony?
- A: I'm sorry, he is on the phone right now. Would you like to leave a message?
- B: Yes. Please tell him the meeting is canceled. A: OK. What's your name again?
- B: Jane Watson. W-A-T-S-O-N.
- A: How do you spell your first name?
- B: J-A-N-E.
- A: J-A-N-E. Thank you. And what's your phone number? B: It's area code 510, 791-2738.
- A: Okay, Ms. Watson. I'll give him the message as soon as possible.





Module 5

Forms Made Easy



Career Resources Development Center 655 Geary Street San Francisco, CA 94102



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LISTENING SCRIPT AND ANSWER KEY



INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company President, Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "the Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce so that productivity can be maximized. At Ace Mailing, this translates into the workers' ability to read and understand work orders and to perform the tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in English at work is the key to enhancing performance.



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Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.



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TEACHING GUIDE

A. Curriculum Design and Description

This module was designed for higher beginning to intermediate level ESL employees at Ace Mailing. The curriculum aims to assist them in developing the literacy skills necessary to read and fill out the three major post office (PS) forms for bulk business mailing. The content is less communicative than the previous modules yet it remains highly work-related to improve employees' ability to handle the reading and writing of the forms.

Each form is broken down into sections taught and practiced individually. In later units after each section on a form has been introduced, students are required to fill out the entire form based on given job order information. Monitored by the teacher, each student should be allowed enough time to work on the form individually and then compare his/her form with other students' in the follow-up discussion.

B. Unit Features

1. Vocabulary Boxes

The Vocabulary at the beginning of each unit (except Unit 4) highlight words which might be new to the language learners. Using modeling and realia, teachers may find it effective in introducing words pertinent to the PS forms. Vocabulary should also be constantly reinforced whenever possible.

2. Getting Ready

This activity affords learners the opportunity to discuss the subject to be taught--different classes of mail and the three PS forms used at work. It allows students to express their understanding of the subject and different aspects of bulk business mailing.

3. Reading

The Reading sections, which includes reading a section of a form and reading job order instructions with a sample letter, provide a context for the form filling exercises. After reading the form or instructions and answering the comprehension questions, students should be encouraged to discuss their experience in processing actual business mail, identifying what they did on the job with what they read for the reading activities.

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4. Writing

Following the reading sections, the writing activities provide learners practice in filling out different sections of forms and different forms. Students should be encouraged to use both information acquired from previous activities and their own experience to successfully complete the writing sections. Teachers should also make certain that each student fully understands the instructions, and that the students have enough time to finish each writing activity.

Æ.



OBJECTIVES OF MODULE 5

Ace Mailing Module 5 encompasses post office forms. It is primarily concerned with the student making the leap from inserting and sorting mail to filling out the three most frequently used bulk business mailing forms. Students will familiarize themselves with the format and vocabulary shared in all the three forms, using their experience on the job. They will practice, using real forms obtained from the post office, and individually and independently fill out different sections of the form. Lastly, they will be able to correctly calculate postage at a variety of rates.

The material has been designed for students at the intermediate level (ESL 300-400 levels).

The specific objectives of this module are:

- 1. Recognize the format of forms for bulk business mailing.
- 2. Differentiate different requirements and functions of each form.
- 3. Fill in information in all sections.
- 4. Perform accurate postage computation.
- 5. Fill out appropriate forms for different job orders.

Post office forms covered in the module:

- 1. PS Form 3602-N Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)
- 2. PS Form 3602-R Statement of Mailing with Permit Imprints Third-Class Mail (Regular Rates Only)
- 3. PS Form 3602-PC Statement of Mailing with Meter or Precanceled Postage Affixed Bulk Third-Class Mail (Regular or Nonprofit Rates)



UNIT 1: INTRODUCTION TO FORMS FOR BULK BUSINESS MAILING (I)

bulk in total **VOCABULARY:** rate mailer non-profit flat regular mailing postage weight irregular permit individual receipt process other than parcel indicia maximum brochure minimum authorized booklet pamphlet

ABBREVIATIONS

- 1. Number = No.
- 2. sequence = seq.
- 3. identification = ID
- 4. pieces = pcs.

Weight

- 5. pound = lb.6. BMC = Bulk Mail Center
- 7. SCF = Sectional Center Facility

8 oz. or less

LABELS

- D = direct, same state and same zip code
- = same first 3-digit zip code (941--)
- same state, different zip code
- MS = mixed states

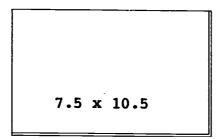
PROCESSING CATEGORIES

		Minimum (inches)	Maximum (inches)	Thickness
1.	Letters	$5 \times 3\frac{1}{2}$ (inch)	11½ x 6 %	0.007 - 1
2.	Flats	larger than letters	15 x 12	1 - 1
3.	Machinable Parcels Weight	6 x 3 8 oz 35 lb.	34 x 17	‡ - 17
		25 lb. maxii	num for books or p	rinted matter
4.	Irregular Parcels		6 x 3	ł or less

MATCHING

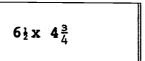
Draw a line between the mailing pieces and the category.

1.



_ a. Flats

2.



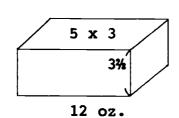
b. Irregular Parcels

3.

9 x 4 1/2

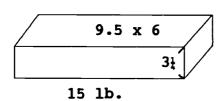
c. Regular Parcels

4.

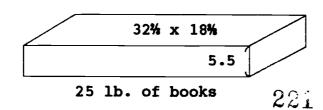


d. Letters

5.



6.





Check on the right box.

Processing Category
(IOMM 128)

Letters

| Flats**
| Machinable Percels**
| Irregular Percels**
| Outside Percels**
| Outs

Processing Category
(DMM 128)

Latter

Flats

Indicate the process of the process

3.

Processing Category (DMM 128)
□ Lattere
□ Flats
□ Machinable Percels
□ Irregular Percels
□ Outside Percels

9 x 12 envelope matter

Processing Category (DMM 128)

| Letters | Flats | Machinable Percels | Irreguler Percels | Outside Percels

Processing Category
(DMM 128)

Lattera
| Lattera
| Hete
| Machinable Percels
| Cottside Percels
| Outside Percels

5 X 3 0.25" thick 5 oz. parcel

Processing Catagory
(DMM 128)
:2 Lettere
: Fiste
: Machinable Percels
: trreguler Percels
: Outside Percels

7.

Processing Cetegory (DMM 128)

Letter | Flete | Hechinable Percels | Outside Percels | Outside Percels |

envelope matter

8.
5.5 x 2
6 oz.
parcel

Processing Category
(DMM 128)

Letters

State
Hachinable Parcels
Outside Parcels

9.
30 x 15
10" thick
box of books

Processing Category
(DMM 128)

Letters

Flate

Machinable Parcela

Irregular Parcels

Outside Parcels

Processing Category (DMM 128)

Latters
Latters
Flate
Machinable Parcels
Invitation
(envelope matter)

GETTING READY

1.	What's	the	diffe	erence	betw	een	firs	t- a	nd	third-class	mail?
	Check t	he o	nes 1	that y	ou th	ink	are	corr	ect	•	

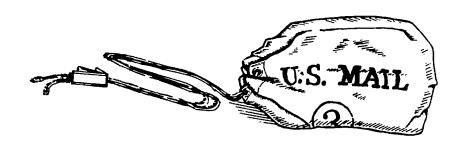
Personal letters are first-class mail.	
Third-class mail is printed material.	
First-class mail is faster than third-class.	
Third-class mail is heavier than first-class	•
First-class rates are higher than third-clas	8

- 2. What PS forms are used at Ace Mailing?
- 3. How many pieces of mailings are required in each mailing for third-class bulk rates?
 - A minimum of 200 pieces or 50 pounds.
- 4. Does a company or a mailer have to pay a fee to get a permit number and permit imprints?
- 5. What is Permit Imprint Indicia?
- 6. Compare the following 3 statements of mailing (forms) with permit imprints for:

Third-Class Mail (Nonprofit Rates Only)
Third-Class Mail (Regular Rates Only)
Bulk Third-Class Mail (Regular or Nonprofit Rates)

What parts are the same?

What parts are different?







28 5-- 3602-M. October 1991

Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

1	ost Office of Mailing		Date		Processing Cate (DMM 128) □ Letters	gory	uara Authoriz	ed Mailing ID Code(s)	
Р	Permit No.		Mailing Stater	ment Seq. No.	☐ Flats ☐ Machinable (Parceis			
	'ermit Holder's Name k Address	Telephone Number	Receipt No.	Receipt No. ☐ trregular Parce					
(1	Include ZIP Code)	<u> </u>	No. Sacks	No. Trays No. Pallets No. Other					
			Weight of a Single Piece						
1	Authorized to use nonprofit rates? (DMM 625)* □ Yes □ No		Total Pieces	n Mailing	Total Weight o	pounds	Sacking Based on		
1670	Name & Address of Ind Which Mailing is Prepai Ilf other than the permi	dividual or Organization for red it holder) profit rates? (DMM 625)*		dress of Mailing the permit hold			Check All That Apper (USPS Only) Centralized Postage Flywent Plant Loaded to Plant Varified Drog Shament to BMAU Entry et: Varified Tong Orig. Dest. Add 259		
+	Yes	□ No automation-compatible letter-	eize nieces (see f		Part A on the		Part A	\$	
	 reverse of this form. For bulk mailings of 	non-automation compatible is	otter-size pieces (s			Postage (From Reverse Side)	Part B	\$	
Computation	For bulk mailings of	, go to Part B on the reverse non letter-size pieces (see Diff reverse of this form.		g .2085 lb. (3.3	367 oz.) or lass,	Postage	Part C	\$	
	For bulk mailings of		eighing more than everse of this for	ning more than .2085 lb. (3.3367 oz.) but erse of this form.			Part D	\$	
Lostage	Single Piece Rate 🗀 or	r Additional Postage Payment				No. Pieces	Rate/Piece	= \$	
	(State reasons for Add	ditional Postage)		•		<u> </u>	<u> </u>	<u> </u>	
-	<u> </u>	ditional Postage) piece rate affixed to each piece No	ce? (Form 3602-P	C required)	Total Po	ostage —	·	\$	
noi	*The signature of a mailing with other puby the mailer on behilable for and agrees a finding that the matthe certification. The submission of a fa a civil penalty of up 10	mailer certifies that: (1) the resons or organizations that are alf of or produced for another to pay, subject to appeals problems to pay, subject to appeals problems to be agent and the nonproblems.	mailing does not ve not authorized to person or organizes rescribed by postater reasons. (If this offit mailer, and this atement may resussessment of twice	iolate DMM 625 o mail at special ration not autho il laws and regu s form is signed at both the nonp ult in imprisonme e the amount fa	i; (2) only the ma bulk third-class ra rized to mail at sp lations, any reven by an agent, the a rofit mailer and the ant of up to 5 yea Isely claimed may	iler's matter is b tes at this office ecial bulk third- cue deficiencies agent certifies the agent will be lia rs and a fine of be imposed (3'	being mailed; (3; (4) this mailing; (4) this mailing; (a) this series at the assessed on the lattit is authorizable for and agreeup to \$10,000 to USC 3802).	\$ 3) this is not a coopera ghas not been undertanis office; and (5) it will is mailing, whether dured to sign this statemee to pay any deficiencial (18 USC 1001). In ad-	
noi	*The signature of a mailing with other puby the mailer on beliable for and agrees a finding that the methat the certification. The submission of a facivil penalty of up to the postage claimed.	mailer certifies that: (1) the resons or organizations that arialf of or produced for another alling is cooperative or for othe binds the agent and the nonpresses, fictitious or fraudulent sto \$5,000 and an additional as	mailing does not very enot suthorized to person or organizescribed by postater reasons. (If this offit mailer, and this satement may resussessment of twice don this form in	iolate DMM 625 o mail at special tation not autho il laws and regu s form is signed at both the nonp ult in imprisonme e the amount fa	i; (2) only the ma bulk third-class ra rized to mail at sp lations, any reven by an agent, the rofit mailer and the ent of up to 5 yea Isely claimed may truthful, and the	iler's matter is be tes at this office ecial bulk third-cause agent certifies the agent will be lians agent affine of the imposed (3"	being mailed; (3; (4) this mailing; (4) this mailing; (a) this series at the assessed on the lattit is authorizable for and agreeup to \$10,000 to USC 3802).	\$ 3) this is not a cooperate has not been undertains office; and (5) it will also mailing, whether during the to sign this statement to pay any deficiencing (18 USC 1001). In adqualifies for the rate:	
noi	*The signature of a mailing with other puby the mailer on beliable for and agrees a finding that the methat the certification. The submission of a facivil penalty of up to the postage claimed.	mailer certifies that: (1) the resons or organizations that are alf of or produced for another to pay, subject to appeals problems to pay, subject to appeals problems to be agent and the nonproblems.	mailing does not very enot suthorized to person or organizescribed by postater reasons. (If this offit mailer, and this satement may resussessment of twice don this form in	iolate DMM 625 o mail at special tation not autho il laws and regu s form is signed at both the nonp ult in imprisonme e the amount fa	i; (2) only the ma bulk third-class ra rized to mail at sp lations, any reven by an agent, the rofit mailer and the ent of up to 5 yea Isely claimed may truthful, and the	iler's matter is be tes at this office ecial bulk third-cause agent certifies the agent will be lians agent affine of the imposed (3"	being mailed; (3; (4) this mailing; (4) this mailing; (a) this series at the assessed on the lattit is authorizable for and agreeup to \$10,000 to USC 3802).	\$ 3) this is not a coopera ig has not been underta his office; and (5) it will his mailing, whether du zed to sign this statem ee to pay any deficience (18 USC 1001). In ad qualifies for the rate Telephone Number	
noi	*The signature of a mailing with other puby the mailer on beliable for and agrees a finding that the methat the certification. The submission of a facivil penalty of up to the postage claimed.	mailer certifies that: (1) the resons or organizations that are all for produced for another to pay, subject to appeals provided in the produced for another to be a cooperative or for other to be a	mailing does not ver not such or such or rescribed by postarer reasons. (If this offit mailer, and this attement may resussessment of twice on this form is and agent are liable.	iolate DMM 625 o mail at special ration not autho al laws and regu is form is signed at both the nonp alt in imprisonme e the amount fa s accurate and ble for any post	i; (2) only the ma bulk third-class ra rized to mail at sp lations, any reven by an agent, the rofit mailer and the ent of up to 5 yea Isely claimed may truthful, and the	iler's matter is better at this office ecial bulk third-called ediciencies agent certifies the agent will be liast and a fine of be imposed (3' nat this material curred)	eing mailed; (3; (4) this mailing lass rates at the assessed on the last it is authorized befor and agroup to \$10,000 to USC 3802).	\$ 3) this is not a cooperate has not been undertains office; and (5) it will also mailing, whether during the to sign this statement to pay any deficiencing (18 USC 1001). In adqualifies for the rate:	
noi	*The signature of a mailing with other puby the mailer on beriable for and agrees a finding that the methat the certification. The submission of a fa a civil penalty of up to it heraby certify the postage claimed. Signature of Permit H	mailer certifies that: (1) the resons or organizations that are all for produced for another to pay, subject to appeals provided in the produced for another to be a cooperative or for other to be a	mailing does not ver not authorized to person or organizes reasons. (If this offit mailer, and this atement may resussessment of twice on this form it and agent are lial.)	iolate DMM 625 o mail at special ration not autho al laws and regu is form is signed at both the nonp alt in imprisonme e the amount fa s accurate and ble for any post	i; (2) only the ma bulk third-class ra- rized to mail at sp lations, any reven by an agent, the rofit mailer and the ent of up to 5 years lately claimed may truthful, and the age deficiency incomes	iler's matter is better at this office ecial bulk third-called ediciencies agent certifies the agent will be liast and a fine of be imposed (3' nat this material curred)	eing mailed; (3; (4) this mailing lass rates at the assessed on the last it is authorized befor and agroup to \$10,000 to USC 3802).	\$ 3) this is not a cooperating has not been undertains office; and (5) it will also mailing, whether during the to sign this statement of the top and	
Certification	*The signature of a mailing with other puby the mailer on beliable for and agrees a finding that the matthe certification. The submission of a facivil penalty of up to a civil penalty of up to be a	mailer certifies that: (1) the resons or organizations that are not of or produced for another a to pay, subject to appeals provided the second of the produced for another binds the agent and the nonproduced for other binds the agent and the nonproduced for second of the produced for a fictitious or fraudulent sto \$5,000 and an additional as the second of the principal older or Agent (Both principal potential).	mailing does not ver not authorized to person or organizes reasons. (If this offit mailer, and this atement may resussessment of twice on this form it and agent are lial.)	iolate DMM 625 o mail at special ration not autho al laws and regu is form is signed at both the nonp alt in imprisonme e the amount fa s accurate and ble for any post	i; (2) only the ma bulk third-class ra- rized to mail at sp lations, any reven by an agent, the rofit mailer and the ent of up to 5 years lately claimed may truthful, and the age deficiency incomes	iler's matter is better at this office ecial bulk third-called ediciencies agent certifies the agent will be liast and a fine of be imposed (3' nat this material curred)	eing mailed; (3; (4) this mailing lass rates at the assessed on the last it is authorized befor and agroup to \$10,000 to USC 3802).	this is not a cooperating has not been undertains office; and (5) it will also mailing, whether ducted to sign this statement to pay any deficience of (18 USC 1001). In additional content of the cooperation of the cooperat	
cation	*The signature of a mailing with other puby the mailer on beriliable for and agrees a finding that the mathematic the certification. The submission of a fa a civil penalty of up to a civil penalty of up to a civil penalty of the postage claimed. Signature of Permit H Single Piece Weight Total Pieces Client One	mailer certifies that: (1) the resons or organizations that are not of or produced for another a to pay, subject to appeals provided the second of the produced for another binds the agent and the nonproduced for other binds the agent and the nonproduced for second of the produced for second of the produced for another second of the produced for	mailing does not ve not authorized to person or organizescribed by postaer reasons. (If this offit mailer, and this atement may resussessment of twice don this form it and agent are lial.) Are the figures.	iolate DMM 625 o mail at special cation not autho il laws and regu is form is signed at both the nonp ult in imprisonme e the amount fa is accurate and ble for any post	i; (2) only the ma bulk third-class ra- rized to mail at sp lations, any reven by an agent, the rofit mailer and the ent of up to 5 years lately claimed may truthful, and the age deficiency incomes	iler's matter is better at this office ecial bulk third-called ediciencies agent certifies the agent will be liast and a fine of be imposed (3' nat this material curred)	eing mailed; (3; (4) this mailing lass rates at the assessed on the last it is authorized befor and agroup to \$10,000 to USC 3802).	\$ 3) this is not a cooperating has not been undertains office; and (5) it will also mailing, whether duzed to sign this statement of the state	
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Financial Decument - Forward to Finance Office

BEST COPY AVAILABLE

*U.S. GPC: 1981-262-404/44608

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tomation	n-Compatible Le	tter (D	MM 520)			.2085 lb.	. (3.3367 oz.) or	less		•	
_		.071>		pcs. = \$		Nona	Saturation W/S	.071 × _		pcs. = \$	
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	er – 2085 lb. (3	3.3367	oz.) or Less	S.W. Sagara		Ali Mai But les	il – More than .2	085 lb. 6.0 oz.)	(3.3267 oz.)	pcs. =	: \$
	er - 2085 lb. (3 Saturation W/S	.094	oz.) or Less	pc\$. =	\$	All Mai	il – More than .2 se than 1.0 lb. (1	.085 lb. 6.0 oz.) .011 .398	(3.3267 oz.) ×	pcs. =	\$
Nonlette	Saturation W/S	.3367 .094	oz.) or Less	pcs. =	\$	Ali Mai But les	ii – More than .2 se than 1.0 lb. (1) Saturation W/S	.085 lb. 6.0 oz.) 3.011 .398 .018	(3.3267 oz.) × ×	pcs. = ibs. = pcs. =	\$
Nonlette	er – 2085 lb. (3 Saturation W/S Carrier Route 3/5-Digit Presor	.094 .101	oz.) or Less × ×	pcs. = pcs. = pcs. =	\$	Ali Mai But les	ii – More than .2: se than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus	085 lb. 6.0 oz.) 398 .018 .398	× × × ×	pcs. = ibs. = pcs. = lbs. =	\$
Nonlette	Saturation W/S	.094 .101	oz.) or Less	pcs. = pcs. = pcs. =	\$	Ali Mai But les	ii – More than .2: se than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus 3/5-Digit Preso	.085 lb.: 6.0 oz.) 3.011 .398 .018 .398 ort .049	(3.3267 oz.) × × × × ×	pcs. =ibs. =ibs. =ibs. =	\$
Nonlette	er – 2085 lb. (3 Saturation W/S Carrier Route 3/5-Digit Presor	.094 .101	oz.) or Less × ×	pcs. =pcs. =pcs. =pcs. =	\$	Ali Mai But les	ii – More than .2: ss than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus	.085 lb.: 6.0 oz.) 3.011 .398 .018 .398 ort .049	(3.3267 oz.) × × × × × ×	pcs. =	\$
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Noniette None	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route	.094 .101 r .132 .146	oz.) or Less 1 × 2 × 2 × 9 ×	pcs. = pc	\$	All Mai But less None	iii - More than .2: se than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Basic plus Saturation W/S plus Carrier Route	085 lb. 6.0 oz.) 6.011 .398 .018 .398 .049 .398 .063 .398 .011 .340 .018	(3.3267 oz.) × × × × × × 3 × 3 ×	pcs. = ibs. = pca. = ibs. = pca. = ibs. = pca. = ibs. = pca. = ibs. = pcs. = pcs	\$
Noniette None	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso	.094 .101 rt .132 .146	oz.) or Less 1 × 2 × 9 × 0 ×	pcs. = pc	\$	All Mai But less None	sil – More than .2: se than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Basic plus Saturation W/S plus Carrier Route	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.0 oz. 6.0	(3.3267 oz.) ×	pcs. =	
Noniette None	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route	.094 .101 rt .132 .146	oz.) or Less 1 × 2 × 2 × 9 ×	pcs. = pc	\$	All Mai But less None	sil – More than .2: se than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Basic plus Saturation W/S plus Carrier Route	085 lb. 66.0 oz.) 6 .011 .398 .018 .049 .063 .398 .063 .398 .011 .340 .018 .340 .018 .340 .018 .340	(3.3267 oz.) ×	pcs. =	
Noniette None	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso	.094 .101 rt .132 .146	oz.) or Less 1 × 2 × 9 × 0 ×	pcs. = pc	\$	All Mai But less None	sil – More than .2: se than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Basic plus Saturation W/S plus Carrier Route 2/5-Digit Preso	085 lb. 6.0 oz.) 6.0 oz.) 6.011 398 .018 398 .063 .398 .063 .398 S .011 .340 .018 .340 .017 .340 .018	(3.3267 oz.) x	pcs. =	
Noniette None	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso	.094 .101 rt .132 .146	oz.) or Less 1 × 2 × 9 × 0 ×	pcs. = pc	\$	All Mai But less None	iii – More than .2: ss than 1.0 lb. (1) Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Basic plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus Basic	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.011 398 .018 .398 .063 .398 S011 .340 .018 .340 .010 .049 .049	(3.3267 oz.) × × × × × × × × × × × × ×	pcs. =	
Noniette None	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso	.094 .101 rt .132 .146	oz.) or Less 1 × 2 × 9 × 0 ×	pcs. = pc	\$	All Mai But less None	sil – More than .2: se than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Basic plus Saturation W/S plus Carrier Route 2/5-Digit Preso	085 lb. 6.0 oz.) 6.0 11 .398 .018 .398 .063 .398 S .011 .340 .018 .340 .049 .340 .049 .340 .049 .340 .063 .340 .063 .340	(3.3267 oz.) x	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 rt .132 .146 .083 .083 rt .124	oz.) or Less ×	pcs. = pc	\$ \$	All Mai But less None	iii – More than .2: ss than 1.0 lb. (1) Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Basic plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus Basic	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.011 398 018 398 063 398 063 398 011 340 018 340 063 340 063	(3.3267 oz.) x x x x x x x x x x x x x	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 rt .132 .146 .083 .084 .084 .12	0z.) or Less 1 × 2 × 5 × 4 ×	pcs. = pc	\$	All Mai But less None	iii – More than .2: se than 1.0 lb. (1) Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Basic plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus Saturation W/S plus Saturation W/S plus Saturation W/S plus	085 lb. 6.0 oz.) 6.0 oz.) 6.011 398 018 398 063 398 063 398 S 011 340 07 049 340 063 340 07 063 340 07 08 08 08 08 08 08 08 08 08 08 08 08 08	(3.3267 oz.) x x x x x x x x x x x x x	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 r .132 .146 .083 .083 rt .127 .13	0z.) or Less 1 × 1 × 2 × 5 × 4 × 77 ×	pcs. = pc	\$	All Mai But less None	iii – More than .2: se than 1.0 lb. (1) Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Basic plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus Saturation W/S plus Carrier Route plus Saturation W/ plus Carrier Route	085 lb. 6.0 oz.) 6.0 oz.) 6.011 398 .018 .398 .063 .398 .063 .340 .018 .340 .063 .340 .340 .340 .340 .340 .340 .340 .34	(3.3267 oz.) × × × × × × × × × × × × ×	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 1 .132 .146 .083 .083 .081 .12 .13	0z.) or Less 1 × 1 × 2 × 5 × 9 × 0 × 4 × 15 ×	pcs. = pc	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	All Mai But less None	iii – More than .2: ss than 1.0 lb. (1) Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus 3/5-Digit Preso plus Saturation W/ plus Carrier Route	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.011 .398 .018 .398 .063 .398 6.011 .340 .018 .340 .063 .340 .063 .340 .063 .340 .063 .340 .063 .340 .063 .340 .063 .340 .063	(3.3267 oz.) × × × × × × × × × × × × ×	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 1 .132 .146 .083 .083 .081 .12 .13	0z.) or Less 1 × 1 × 2 × 5 × 4 × 77 ×	pcs. = pc	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	All Mai But less None	iii - More than .2: ss than 1.0 lb. (1) Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus Saturation W/ plus Carrier Route plus Saturation W/ plus Carrier Route plus 3/5-Digit Preso plus Saturation W/ plus Carrier Route plus 3/5-Digit Preso	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.011 .398 .018 .398 .063 .398 .063 .340 .018 .340 .018 .340 .018 .340 .018 .340 .019 .340 .340 .340 .340 .340 .340 .340 .340	(3.3267 oz.) x x x x x x x x x x x x x x x x x x	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 1 .132 .146 .083 .083 .081 .12 .13	0z.) or Less 1 × 1 × 2 × 5 × 9 × 0 × 4 × 15 ×	pcs. = pc	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	All Mai But less None	iii - More than .2: ss than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Saturation W/S plus Carrier Route plus Saturation W/ plus Carrier Route plus Saturation W/ plus Carrier Route plus	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.011 .398 .018 .398 .063 .398 .063 .340 .018 .340 .040 .040 .040 .040 .040 .040 .040	(3.3267 oz.) × × × × × × × × × × × × ×	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 1 .132 .146 .083 .083 .081 .12 .13	0z.) or Less 1 × 1 × 2 × 5 × 9 × 0 × 4 × 15 ×	pcs. = pc	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	All Mai But less None	iii - More than .2: ss than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Saturation W/S plus Carrier Route plus Saturation W/ plus Carrier Route plus Saturation W/ plus Saturation W/ plus Saturation W/ plus Saturation W/ plus Saturation W/S plus Saturati	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.011 .398 .018 .398 .063 .398 .063 .340 .018 .340 .063	(3.3267 oz.) × × × × × × × × × × × × ×	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 1 .132 .146 .083 .083 .081 .12 .13	0z.) or Less 1 × 1 × 2 × 5 × 9 × 0 × 4 × 15 ×	pcs. = pc	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	All Mai But less None	iii - More than .2: ss than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Saturation W/S plus Carrier Route plus Saturation W/ plus Carrier Route plus Saturation W/ plus Carrier Route plus	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.011 .398 .018 .398 .063 .398 .063 .340 .018 .340 .063	(3.3267 oz.) × × × × × × × × × × × × ×	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 rt .132 .146 .08: .08: .08: .13 .08: rt .12: .13	0z.) or Less 1 ×	pcs. = pc	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	All Mai But less None	iii – More than .2: se than 1.0 lb. (1) Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus Saturation W/ plus Carrier Route plus Saturation W/ plus Carrier Route plus 3/5-Digit Preso plus Saturation W/ plus Carrier Route plus	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.011 398 .018 .398 .063 .398 .063 .340 .063	(3.3267 oz.) × × × × × × × × × × × × ×	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 rt .132 .146 .083 .085 rt .122 .13 S .07 .08 ort .112	0z.) or Less 1 × 1 × 2 × 5 × 9 × 0 × 4 × 15 × 29 ×	pcs. = pc	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	All Mai But less None	iii – More than .2: ss than 1.0 lb. (1) Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus Saturation W/ plus Carrier Route plus Saturation W/ plus Carrier Route plus 3/5-Digit Preso plus Saturation W/	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.0 oz. 6.0	(3.3267 oz.) x x x x x x x x x x x x x x x x x x	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 rt .132 .146 .083 .085 rt .122 .13 S .07 .08 ort .112	0z.) or Less 1 ×	pcs. = pc	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	All Mai But less None	iii – More than .2: ss than 1.0 lb. (1) Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus Saturation W/ plus Carrier Route plus Saturation W/ plus Carrier Route plus 3/5-Digit Preso plus Saturation W/	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.011 398 018 398 063 398 063 340 063 340 063 341 011 311 061 311 064 311 065 311 067 311 07 31 07	(3.3267 oz.) x	pcs. =	
Nonlette None 8MC Entry	Saturation W/S Carrier Route 3/5-Digit Presor Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	.094 .101 rt .132 .146 .083 .085 rt .122 .13 S .07 .08 ort .112	0z.) or Less 1 × 1 × 2 × 5 × 9 × 0 × 4 × 15 × 29 ×	pcs. = pc	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	All Mai But less None	iii - More than .2: ss than 1.0 lb. (1: Saturation W/S plus Carrier Routa plus 3/5-Digit Preso plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus Saturation W/ plus Carrier Route plus Saturation W/ plus Carrier Route plus Saturation W/ plus Carrier Route plus 3/5-Digit Preso plus Saturation W/ plus Carrier Route plus Saturation W/ plus Saturation W/ plus Saturation W/ plus	085 lb. 6.0 oz.) 6.0 oz.) 6.0 oz.) 6.011 398 018 398 063 398 063 340 063 340 063 341 011 311 061 311 064 311 065 311 067 311 07 31 07	(3.3267 oz.) x x x x x x x x x x x x x x x x x x	pcs. =	



Statement of Mailing with Permit Imprints Third-Class Mail (Regular Rates Only)

BEST COPY AVAILABLE

F	Post Office of Mailing	tems by typewriter, pen. or i	Date		Processing Ca (DMM 128) Letters			d Mailing ID Code(s)
f	Permit No.	Federal Agency Cost Code	Mailing Stater	ment Seq. No.	Flats Machinaple	: Parcels		
	Permit Holder's Name & Address (Include ZIP Code)	Telephone Number	Receipt No.	_	_ Irregular Pa _ Outside Pa			
	(include zir Code)		No. Sacks	No. Trays	No. Pallets	No. Other		
			Weight of a Single Piece		·	pounds		
	Authorized to use nong	orofit rates? (DMM 625)* □ No	Total Pieces	n Mailing	Total Weight	of Mailing	Sacking Based 125 pcs	on 15 lbs.
1	Which Mailing is Prepa (If other than the perm	it holder)		dress of Mailing the permit hold			☐ Centralized ☐ Plant Loade ☐ Plant Verifie ☐ Entered at ☐ Orig. ☐ De	Postage Payment d to d Drop Shipment to at. A/O ZIP
	Authorized to use non 2 Yes	profit rates? (DMM 625)* _ No			_		☐ Orig. ☐ De	
1	For bulk mailings of reverse of this form	automation-compatible latter-si	ze pieces (see D	MM 520), go to	Part A on the	(de)	Part A	\$
	• For bulk mailings of (3.3067 oz.) or less	non-automation compatible latt , go to Part B on the reverse of	er-size pleces (s this form.	see DMM 128) v	veighing .2067	Postage (From Reverse Side)	Part B	\$
.	For bulk mailings of go to Part C on the	non letter-size pieces (see DMM reverse of this form.	/ 128) weighing	.2067 lb. (3.3	067 oz.) or less	Postage m Reverse	Part C	\$
	• For bulk mailings of less than 1.0 lb. (1	f all pieces (see DMM 128) weig 6.0 oz.), go to Part D on the rev	thing more than verse of this for	.20 67 lb. (3.30 m.	67 oz.) but	(Fro	Part D	\$
6-133	Single-Piece Rate (2 o	or Adoitional Postage Payment ditional Postage)				No. Pieces	Rate-Piece \$	= \$
	Is applicable bulk per	piece rate affixed to each piece	? (Form 3602-P	C required)	Total P	ostage —		\$
lon	assessed on this mand the mailer and	nailer certifies that it will be liable ailing. If this form is signed by an both the mailer and the agent walse, fictitious or fraudulent state.	agent, the agential be liable for a	and agree to par	t is authorized to any deficience to the control of up to 5 years	o sign this statemes. ears and a fine of	up to \$10.000	rtification binds the agent
Certification	a civil penalty of up t	o \$5,000 and an additional asse	ssment of twic	e the amount fa	isely claimed ma	ay be imposed to	1 030 36021.	
ဦ	postage claimed							Telephone Number
	Signature of Permit P	lolder of Agent tooth principal a	ng agent are na	ote for any pro-	· · · · · · · · · · · · · · · · ·			
_	Single Piece	• poun		ires at laft adjus	ted from mailer	's entries?	□ Yes 〔	□ No
	Weight Total Pieces	Total Waight	da If "Yes" Re	resulti				
			-					
niy	Total Postage			Motified		Contact		By (initials)
Ose Only	Check One	Present Verification Per-	Date Mailer	House		ļ		j
USPS Use Only	Check One Verif. Not Schedu	Present Verification Per- ied	ncerning: 1) eli	igibility for the	rate or postage ; and 4) payme	claimed; 2) pro	per preparation ary annual fee.	Round Stamp (Required)

Form 3602-R — Third-Class Regular Rate — Permit Imprint

ry count Anv)	Presort: Automation Discounts	Net Rate	Count (Pcs/Lbs)		Charge	Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count Pcs/Lbs)		Charge
_		_		_			mation-Compatit				
itomati	ion-Compatible L					1	,				
one	Saturation W'S	.124×_		_pcs. = \$ _		None	Saturation W/S	124 ×	pi	cs. = = = _	
	Carner Route	.131 × _		_ pcs. = \$.		1	Carrier Route 3/5-Digit Presort	195 -		cs	
	5-Digit Barcoded	.146 × _		_pcs. = \$.			8asic	198 *	p	cs. = \$ _	
	3-Digit Barcoded	.154 × _		_pcs. = \$.		1	Dasic	.50			
	3 5-Digit ZIP + 4	.× 161. ١		_pc s. = \$.		1					
	3 5-Digit Presort	.165 × .		_pcs. ≃ >.		1					
	Basic Barcoded Basic ZIP + 4	100 -		nos. = \$		1					
	Basic ZIP + 4	198 x		_ pcs. = \$							
						вмс	Saturation W/S	112 × _	p	ocs \$_	
BMC	Saturation W/S	.112 × .		_ pcs. = \$		Entry	Carrier Route	119 × _	F	ocs. = \$_	
ntry	Carner Route	.119 ×.		pcs. = \$			3/5-Digit Presort	.153 × _	F	ocs. = \$_	
	5-Digit Barcoded	142 4		ncs. = \$			Basic	.186 × _		ocs \$ _	
	3-Digit barcoded	4 149 x		pos. = \$]					
	3/5-Digit Presort	.153 ×		pcs. = \$		l					
	Basic Barcoded	.167 ×		pcs.≂ \$		1					
	Basic ZIP + 4	.177 ×		pcs. = \$		l					
	Basic	.186 ×		pcs. = \$		1					
	Canada a MIC	107 v		ncs = \$		SCF	Saturation W/S	.07 × -		pcs. = \$	
SCF Entry	Saturation W/S Carrier Route	.107 ×		pcs. = \$		Entry	Carrier Route	114 ^ .		၁၀ s. = \$.	
cnury	5-Digit Barcode	1 .129 x		pcs. = \$			3/5-Digit Presort	:48 × _		pcs. = \$	
	3-Digit Barcode	1 137 ×		pcs. = \$			Basic	:81 • .		րcs= ֆ	
	3/5-Digit 71P +	4 .144 ×	·	pcs.= \$. 1					
	3/5-Digit Presor	t .148 x	·	pcs. = \$.					
	Basic Barcoded	.162 ×	·	pcs. = \$.					
	Basic ZIP + 4	.172 ×	·	pcs. = §		•					
	Basic				·	1					
DDU	Saturation W/S	102 ×	·	pcs. = \$	·	DDU	Saturation W/S	102 ×		pes. = >	
	Carrier Route	109 >	×	pcs. = \$	S	Entry	Carrier Route	.109 ×		pus. v	
Entry Total -	Part A (Carry to 1		orm)	_	s	Total -	Part B (Carry to fr	ont of for	n)	J	
Totai -	Part A (Carry to 1	ront of fo		_		All Mail	Part 8 (Carry to fr - More than .20 s than 1.0 lb. (10	067 lb. (3		,	
Totai -	Part A (Carry to 1	3.3067 d	oz.) or Less		\$	All Mail But less	- More than .20 s than 1.0 lb. (10	067 lb. (3 6.0 oz.)	3.3067 oz.)		
Totai -	Part A (Carry to the ser2067 lb.	3.3067 d	oz.) or Less	pcs. =	ss	All Mail But less	i – More than .20 s than 1.0 lb. (10 Saturation W/S	067 lb. (3 6.0 oz.)		_ pcs. = \$	
Total -	Part A (Carry to to ter – .2067 lb. (i Saturation W/S Jurner Route	3.3067 d	oz.) or Less ×	pcs. =	\$	All Mail But less	- More than .20 s than 1.0 lb. (10	067 lb. (3 6.0 oz.) × 003 × 006	3.3067 oz.)	_pcs. = \$ _ 7s _ pcs. = \$	
Total -	Part A (Carry to form) Ser – .2067 lb. (in Saturation W/S Jurner Route 3/5-Digit Preso	3.3067 d 3.127: 142 nt .187	>z.) or Less × ×	pcs. = pcs. = pcs. =	ss ss	All Mail But less	l – More than .20 s than 1.0 lb. (10 Saturation W/S	067 lb. (3 6.0 oz.) .003 × .000 × .018 × .000 ×	3.3067 oz.)	_ pcs. = \$ _ 7s _ pcs. = \$ _ lbs. = \$	
Total -	Part A (Carry to to ter – .2067 lb. (i Saturation W/S Jurner Route	3.3067 d 3.127: 142 nt .187	oz.) or Less ×	pcs. = pcs. = pcs. =	ss ss	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor	067 lb. (3 6.0 oz.) .003 × .003 × .008 × .018 × .000 ×	3.3067 oz.)	_pcs. = \$ _ 75 _ pcs. = \$ _ lbs. = \$ _ pcs. < 3	
Total -	Part A (Carry to form) Ser – .2067 lb. (in Saturation W/S Jurner Route 3/5-Digit Preso	3.3067 d 3.127: 142 nt .187	>z.) or Less × ×	pcs. = pcs. = pcs. =	ss ss	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor	067 lb. (3 6.0 oz.) 003 × 600 × 018 × 600 ×	3.3067 oz.)	_ pcs. = \$ _ ts _ pcs. = \$ _ lbs. = \$ _ pcs. = \$ _ pcs. = \$ _ lbs. = \$	
Total -	Part A (Carry to form) Ser – .2067 lb. (in Saturation W/S Jurner Route 3/5-Digit Preso	3.3067 d 3.127: 142 nt .187	>z.) or Less × ×	pcs. = pcs. = pcs. =	ss ss	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor	067 lb. (3 6.0 oz.) 003 × 600 × 018 × 600 × 103 ·	3.3067 oz.)	_ pcs. = \$ _ ts _ pcs. = \$ _ lbs. = \$ _ pcs.	
Total -	Part A (Carry to form) Ser – .2067 lb. (in Saturation W/S Jurner Route 3/5-Digit Preso	3.3067 d 3.127: 142 nt .187	>z.) or Less × ×	pcs. = pcs. = pcs. =	ss ss	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor	067 lb. (3 6.0 oz.) .003 × .008 × .018 × .000 × .000 × .000 × .000 ×	3.3067 oz.)	_ pcs. = \$	
Total - Nonlett None	er2067 lb. (Saturation W/S Jurner Route 3/5-Digit Preso Basic	3.3067 of .127: 142 147 .187 .233	>	pcs. =pcs. =pcs. =pcs. =	\$\$ \$\$ \$ s\$ \$ s\$	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor	067 lb. (3 6.0 oz.) .003 × .000 × .018 × .600 × .600 × .600 ×	3.3067 oz.)	_ pcs. = \$ _ rs _ pcs. = \$ _ pcs.	
Total - Nonlett None	Part A (Carry to 6 Saturation W/S Jurner Route 3/5-Digit Preso Basic Saturation W/S Carrier Route	3.3067 of 142 rt .187 .233	>	pcs. =	ss ss ss ss	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor plus Basic plus Saturation W/S plus	067 lb. (3 6.0 oz.) .003 × 600 × .018 × 600 × .003 × .003 × .003 × .003 ×	3.3067 oz.)	_ pcs. = \$	
Total - Nonlett None	Part A (Carry to 6 Saturation W/S Jurner Route 3/5-Digit Preso Basic Saturation W/S Carrier Route	3.3067 of 142 of 187 .233	>	pcs. =	\$\$ \$\$ \$\$ \$\$	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor plus Basic plus Saturation W/S Carrier Route	067 lb. (3 6.0 oz.) 003 × 600	3.3067 oz.)	_ pcs. = \$ _ rcs. = \$ _ lbs. = \$ _ pcs. = \$	
Total - Nonlett None	Part A (Carry to 6 Saturation W/S Jurner Route 3/5-Digit Preso Basic Saturation W/S Carrier Route	3.3067 of 142 of 187 .233	>	pcs. =	\$\$ \$\$ \$ s\$ \$ s\$	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor plus Basic plus Saturation W/S plus Carrier Route	067 lb. (3 6.0 oz.) .003 × .000 × .018 × .600 × .600 × .600 × .600 × .003 > .542 × .018 × .542 ×	3.3067 oz.)	_ pcs. = \$ _ rcs. = \$ _ rcs. = \$ _ pcs. = \$	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
Total - Nonlett None	Part A (Carry to 6) Set2067 lb. (3) Saturation W/S Lurrier Route 3/5-Digit Preso Basic Saturation W/S Carrier Route 3/5-Digit Preso	3.3067 of 142 of 187 .233	>	pcs. =	\$\$ \$\$ \$\$ \$\$	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor plus Saturation W/S plus Basic plus Saturation W/S plus Carrier Route plus 3/5-Digit Presor	067 lb. (6.0 oz.) 003 × 600 × 600 × 600 × 600 × 600 × 600 × 542 × 542 × 601 063 ×	3.3067 oz.)	_ pcs. = \$ _ rcs. = \$ _ rcs. = \$ _ pcs. = \$	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
Total - Nonlett None	Part A (Carry to 6) Set2067 lb. (3) Saturation W/S Lurrier Route 3/5-Digit Preso Basic Saturation W/S Carrier Route 3/5-Digit Preso	3.3067 of 142 of 187 .233	>	pcs. =	\$\$ \$\$ \$\$ \$\$	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor plus Saturation W/S plus Basic plus Saturation W/S plus Carrier Route plus 3/5-Digit Presor plus Carrier Route plus	067 lb. (6 6.0 oz.) .003 × .003 × .008 × .008 × .009 × .003 ×	3.3067 oz.)	_ pcs. = \$	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
Total - Nonlett None	Part A (Carry to 6) Set2067 lb. (3) Saturation W/S Lurrier Route 3/5-Digit Preso Basic Saturation W/S Carrier Route 3/5-Digit Preso	3.3067 of 142 of 187 .233	>	pcs. =	\$\$ \$\$ \$\$ \$\$	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor plus Basic plus Saturation W/S plus Carrier Route plus 3/5-Digit Presor plus Basic plus Saturation W/S plus Carrier Route plus 3/5-Digit Presor plus Basic	067 lb. (6 6.0 oz.) .003 × .003 × .008 × .008 × .009 × .003 ×	3.3067 oz.)	_ pcs. = \$	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
Total - Nonlett None	Part A (Carry to 6) Set2067 lb. (3) Saturation W/S Lurrier Route 3/5-Digit Preso Basic Saturation W/S Carrier Route 3/5-Digit Preso	3.3067 of 142 ort 187 .233	>z.) or Less ×	pcs. =	\$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$	All Mail But less	Saturation W/S plus Carrier Route plus 3/5-Digit Presor plus Saturation W/S plus Basic plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus 3/5-Digit Preso plus Basic plus	067 lb. (3 6.0 oz.) .003 × .008 × .018 × .009 × .600 × .600 × .600 × .542 × .018 × .542 × .018 × .542 × .018 × .542 × .018 × .0	3.3067 oz.)	_ pcs. = \$ _ rcs. = \$ _ rcs. = \$ _ pcs. = \$	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
Total - Nonlett None	Part A (Carry to 6) Set2067 lb. (3) Saturation W/S Lurrier Route 3/5-Digit Preso Basic Saturation W/S Carrier Route 3/5-Digit Preso	3.3067 of 142 of 187 .233 .3067 of 175 .221	×	pcs. =	\$\$ \$\$ \$ s\$ \$ s\$ \$ s\$ \$ s\$	All Mail But less None BMC Entry	Saturation W/S plus Carrier Route plus 3/5-Digit Presor plus Saturation W/S plus Saturation W/S plus Carrier Route plus 3/5-Digit Preso plus Carrier Route plus 3/5-Digit Preso plus Basic plus Saturation W/S Saturation W/S	067 lb. (66.0 oz.) 003 × 600	3.3067 oz.)	_ pcs. = \$ _ 7s _ pcs. = \$ _ pcs.	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
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None BMC Entry	Part A (Carry to 6 Set2067 lb. () Saturation W/S Lurrer Route 3/5-Digit Preso Basic Saturation W/S Carrier Route 3/5-Digit Preso Basic	3.3067 d 3.3067 d 3.127: 142 142 143 153 153 153 175 221 S 110 125 ort 170	x	pcs. =pcs. =	\$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$	All Mail But less None BMC Entry SCF Entry	Saturation W/S plus Carrier Route plus Saturation W/S plus 3/5-Digit Preson plus Saturation W/S plus Carrier Route plus 3/5-Digit Preson plus Saturation W/S plus Carrier Route plus Saturation W/S plus Carrier Route plus Carrier Route plus Carrier Route plus Carrier Route plus	067 lb. (66.0 oz.) 003 × 600	3.3067 oz.)	_ pcs. = \$	\$ 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
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BEST COPY AVAILABLEStatement of Mailing with Meter or Precanceled Postage Affixed Bulk Third-Class Mail (Regular or Nonprofit Rates)

Method of Payment

Meter Postage

Precanceled Stamps

Single Piece Weight Are the figures at left adjusted from mailer's entries? Yes No	
Permit Holder's Name Authorized to use nonprofit rates? (DMM 625)* No. Sacks No. fravs No. Pallets No. Other No. Ot	ng ID Code(s)
Part Holder's Name 8 Address of Individual or Organization for Warght of a Single Piece 10 No. Sacks No. Frays No. Paletrs No. Other Warght of a Single Piece	
No. Sacks No. Trays No. Pallets No. Other	
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Which Mailing is Prepared (if other than the permit holder) Centralized Potage Plant Losded to Plant Varified Drop Plant Va	
Which Mailing is Prepared (if other than the permit holder) Centralized Potage Plant Losded to Plant Varified Drop Plant Va	Both (DMM 641)
Authorized to use nonprofit rates? (DMM 625)* Yes No • For bulk mailings of automation-compatible letter-size pieces (see DMM 520) go to Part A on the reverse of this form. • For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing 2.067 lb. (3.0367 oz.) or less to 7.062 lb. (3.3314 oz.) or less for nonprofit). go to Part B on the reverse of this form. • For bulk mailings of non letter-size pieces (see DMM 128) weighing 2.067 lb. (3.3067 oz.) or less to 7.062 lb. (3.3314 oz.) or less for nonprofit). go to Part C on the reverse of this form. • For bulk mailings of all pieces (see DMM 128) weighing 2.067 lb. (3.3067 oz.) or less to 7.082 lb. (3.3314 oz.) or less for nonprofit). go to Part C on the reverse of this form. • For bulk mailings of all pieces (see DMM 128) weighing 2.067 lb. (3.3067 oz.) or less to 7.082 lb. (3.3314 oz.) or less for nonprofit). go to Part C on the reverse of this form. • For bulk mailings of all pieces (see DMM 128) weighing 2.067 lb. (3.3067 oz.) or less to 7.082 lb. (3.3314 oz.) or less for nonprofit). go to Part D on the reverse of this form. Single-Piece Rate _ or Additional Postage Payment (Saccian Payment (Saccian Payment)) is additional bulk pound rate paid by permit imprint? (3602-R or N required) Y N Total Postage • Sacquadure of a mailer certifies that: (1) the mailing does not violate DMM 625: (2) only the mailer's matter is being mailer and the payment on behalf of or produced for another persons or organization and surface (as a state st this office: (4) this mailing name name is a supplement of the produced for another persons or organization not attinorized to mail at special bulk thrick-class rates at this office is a supplement of the produced of another person or organization not attinorized to mail at special bulk thrick-class rates at this office is a mailer or produced for another person or organization not attinorized to mail at special bulk thrick-class rates at this office is that the certification binds the agent and the n	s Payment Shipment to
For bulk mailings of automation-compatible letter-size pieces (see DMM 520) go to Part A on the reverse of this form. For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing 2067 lb. (3.3067 oz.) or less for .2082 lb. (3.3314 oz.) or less for nonprofit), go to Part B on the reverse of this form. For bulk mailings of all pieces (see DMM 128) weighing .2067 lb. (3.3067 oz.) or less for nonprofit) in cir. 2082 lb. (3.3314 oz.) or less for nonprofit) .3,3067 oz.) or less for .2082 lb. (3.3314 oz.) or less for nonprofit) .3,3067 oz.) for .2082 lb. (3.3314 oz.) or less for nonprofit) .3,3067 oz.) or less for .2082 lb. (3.3314 oz.) or less for nonprofit) .3,3067 oz.) for .2082 lb. (3.3314 oz.) for less for nonprofit) .3,3067 oz.) for .2082 lb. (3.3314 oz.) for less for nonprofit) but less than 1.0 lb. (16.0 oz.), go to Part D on the reverse of this form. Single-Piece Rate _ or Additional Postage Payment (State reasons for Additional Postage Payment (State reasons for Additional Postage Payment) Postage affixed at (Check one) _ Correct Rate _ Lowest Rate _ I Neither IDMM 661.324) The signature of a mailer certifies that: (11) the mailing does not violate DMM 625. (2) only the mailer's matter is being mailer with other persons or organization shot air are not authorized to mail at special bulk third-class rates at this office: (4) this mailing with other persons or organization shot air are not authorized to mail at special bulk third-class rates at this office: (4) this mailing a finding that the mailing is cooperative or for other reasons. (if this form is signed by an agent, the agent certifies that it is authorized to set that the certification binds the agent and the nonprofit mailer, and that both the nonprofit mailer and the agent will be liable for and agree to pay. The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to \$10.000 (18 USC 3802). I hereby certify that all information furnished on this form	ZIP
Single-Piece Rate _ or Additional Postage Payment Single-Piece Rate _ or Additional Postage Payment Single-Piece Rate _ or Additional Postage Is additional bulk pound rate paid by permit imprint? (3602-R or N required) Y N Postage affixed at (Check one) _ Correct Rate _ Lowest Rate Neither (DMM 661.324) Total Postage **The signature of a mailer certifies that; (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed; (3) this is mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing a finding that the mailing is cooperative or for other reasons. (If this form is signature of a mailer certifies that it is authorized to signature of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to \$10.000 (18 USC a) The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to \$10.000 (18 USC a) The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to \$10.000 (18 USC a) The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to \$10.000 (18 USC a) The submission of a false, fictitious or fraudulent statement may result in imprisonment of up to 5 years and a fine of up to \$10.000 (18 USC a) The reby certify that all information furnished on this form is accurate and truthful, and that this material presented qualifies postage claimed. Signature of Permit Holder or Agent (Both principal and agent are liable for any postage deficiency incurred) Teleph Are the figures at left adjusted from mailer's entries?	
Single-Piece Rate _ or Additional Postage Payment State reasons for Additional Postage	
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Postage affixed at (Check one) Correct Rate Lowest Rate 1. Neither (DMM 661.324) **The signature of a mailer certifies that: (1) the mailing does not violate DMM 625: (2) only the mailer's matter is being mailed: (3) this is mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing nas no by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing nas no by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing nas no by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing nas no hy the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing nas no hy the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing nas no hy the mailer and the actual third-class rates at this office; (4) this mailing nas no hy the mailer and the actual at this difference assessed on this mailing nather are signed by postal laws and regulations, any revenue deficiences assessed on this mailing nather resonant. If this form is signed by an agent, the agent certifies rates at this office; (4) this form is signed by an agent, the agent certifies that it is authorized to signed and regulations, any revenue deficiences assessed on this mailing nather resonant. If this form is signed by an agent, the agent at this office; (4) this form is signed by an agent, the agent and the nonprofit mailer, and that the certifies that it is authorized to signed and the nonprofit mailer. And that the agent will be liable for any agent at the agent and	
**The signature of a mailer certifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is being mailed: (3) this is mailing with other persons or organizations that are not authorized to mail at special bulk third-class rates at this office; (4) this mailing nas no by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing by the mailer on behalf of or produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing is produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing his produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing his produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing his produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing his produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing his produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing his produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing his produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing his produced for another person or organization not authorized to mail at special bulk third-class rates at this office; (4) this mailing his produced to mail at special bulk third-class rates at this office; (4) this mailing his produced to mail at special bulk third-class rates at this office; (4) this mailing his pro	
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I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presort where required); 3) proper completion of the statement of mailing; and 4) payment of the required annual fee.	d Stamp (Required)
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•	5-Digit Barcoded .	×	pcs. = \$	1	3/5-Digit Presort	· ×	pcs. = pcs. =	= \$
	3-Digit Barcoded .	×	pcs. = \$	j	Basic	· ^	pcs.	
	3/5-Digit ZIP + 4 .	×	pcs. = \$	}				
	3/5-Digit Presort	×	pcs. = \$	1				
	Basic Barcoded	×	pcs. = \$	İ				
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¥	5-Digit Barcoded	×	pcs. = \$.	3/5-Digit Presort	· · · · ·	pcs.	- v
	3-Digit Barcoded .	×	pcs. = \$	- 1	Basic	. ×	pcs.	- •
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p		×	pcs. = \$	_ טסט	Saturation W/S	, X	pcs.	= \$
DDU Entry	Saturation W/S Carrier Route	^	pcs. = \$ pcs. = \$	Entry	Carrier Route	:	pcs.	= \$
				1				
				1 2002	ii - More than .20 ! lb. (3.3314 oz.)	for nonprof	it) but less than	1.0 lb. (16.0
Nonlet	ter2067 lb. (3.306	67 oz.) or less	_	(.2082 Enter t	l lb. (3.3314 oz.) the applicable rate	for nonprof	it) but less than	1.0 lb. (16.0 puted as desc
. Nonlett	ter2067 lb. (3.306 (.2082 lb. (3.33	67 oz.) or less 314 oz.) or less	for nonprofit)	(.2082 Enter t	! lb. (3.3314 oz.) the applicable rate M 611.242 ———	for nonprof e epplied to	it) but less than each piece comp	puted as descr
	(.2082 lb. (3.33	314 oz.) or less ×	pcs. = \$	(.2082 Enter the in DMA	the applicable rate M 611.242 Saturation W/S	for nonprof e epplied to	it) but less then each piece comp	puted as descr . = \$
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Read the "Mailer's Information" column on the form for thirdclass mail (nonprofit rates only), then answer the questions.

	NITES STATES	onprofit Rates O					
	AILER: Complete all items by typewriter, pen, Post Office of Mailing S. F. GMF Permit No. 432/	Dete 5/1/92 Mailing Statement Seq. No.	Processing Cat (DMM 128) Letters			zed Mailing ID Code(s)	
ation	Permit Holder's Name & Address (Include ZIP Code)	, Receipt No.	☐ Irregular Par	☐ Machinable Parcets ☐ Irregular Parcets ☐ Outside Parcets			
	S.F. Museum of Modern A ORIENTAL GALLER FORT MASON BULD A	No. Sacks No. Trays	No. Sacks No. Trays No. Pallets No. C				
Vailer's Information	FORT MASON BULD A SF A 94/23 Authorized to use nonbrotic rates? (DMM 625)*	Single Proce		pounds	Castina		
8,10	XYes 🗆 No	575	Total Weight o	rwamng	Sacking Bese	X 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641)	
2	Name & Address of Individual or Organization for Which Mailing is Prepared Iff other than the permit holder)	Name and Address of Meilin (If other then the permit hok ACE MA 2757/ SF, CA	ler)		Check All That Apply (USPS Only) Centralized Postage Payment Plant Loaded to Plant Verified Drop Shipment to SMAU Entry at		
	Authorized to use nonprofit retes? (DMM 625)*				□ Orig. □ D	est. A/O ZIP est. SCF 3D ZIP est. BMC	
	 For bulk mailings of automation-compatible letter reverse of this form. 	-size pieces (see DMM 520), go to	Part A on the	(ep	Part A	\$	
ĕ	• For bulk mailings of non-automation compatible (3.3314 ez.) or less, go to Part B on the reverse	etter-size pieces (see DMM 128) of this form,	veighing .2062 lb	S 88	Part B		
Postage Computation	For bulk mailings of non letter-size pieces (see D go to Pert C on the reverse of this form.	MM 128) weighing .2082 lb. (3.3	314 ez.) er less,	Postage m Reverse Side)	Part C	\$	
ပို	 For bulk mailings of all pieces (see DMM 128) w less then 1.0 lb. (16.0 ez.), go to Part D on the 	eighing more than .2082 lb. (3.33 reverse of this form.	14 ez.) but	From _	Part D	\$	
Posta	Single Piece Rate or Additional Postage Payment (State reasons for Additional Postage)			No. Pieces	Rate/Piece 8	= \$	
•	Is applicable bulk per piece rate affixed to each piece.	ce? (Form 3602-PC required)	Total Po	stage	<u> </u>	\$	

- 1. What's the nonprofit organization and what's its address?

 S.F. Museum of Modern Art Fort Mason Building A

 (Oriental Gallery) S.F. CA 94123
- 2. What's its permit number?
- 3. This nonprofit organization is the permit holder.

 _____ False
- 4. Is it authorized to use nonprofit rates?
 Yes _____ No



WRITING

Read the instruction and sample letter. Fill out the "Mailer's Information" on the form.

Tony has to send 575 letters with permit imprint indicia for San Francisco Art Directors Club at the SFGMF on 3rd Street. The Art Directors Club is authorized to use nonprofit rates.

San	Francisco	Bulk Rate
Art	Directors Club	Monprofit Org.
555	Market Street	Permit No. 123
San	Francisco, CA 94102	
	•	

Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only) POSTE STATES MAILER: Complete all items by typewriter, pen, or indelible pencil. Prepare in duplicate if you need a receipt. Processing Category (DMM 128) USPS Authorized Mailing ID Code(s) Date Post Office of Mailing ☐ Letters Mailing Statement Seq. No. Permit No. ☐ Flats ☐ Machinable Percels Permit Holder's Name Telephone Number Receipt No. Irregular Parcels & Address (Include ZIP Code) Outside Parcels No. Sacks No. Treys No. Pallete No. Other Information Weight of a Single Piece Authorized to use nonprofit retes? (DMM 625)* Total Pieces in Mailing Total Weight of Mailing Sacking Based on ☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641) ☐ Yes Name and Address of Mailing Agent * Name & Address of Individual or Organization for Check All That Apply (USPS Only) Which Mailing is Prepared (If other than the permit holder) ☐ Centralized Postage Payment ☐ Plant Loaded to ☐ Plant Verified Drop Shipment to ☐ SMAU Entry at 🗆 Orig. 🗆 Dest. A/O ZIP. Authorized to use nonprofit retes? (DMM 625)* 🗆 Orig. 🗆 Dest. SCF 3D ZIP " ☐ Orig. ☐ Dest. SMC. □ No ☐ Yes For bulk mailings of automation-compatible letter-size pieces (see DMM 520), go to Part A on the Part A \$ For bulk mailings of non-automation compatible letter-size pieces (see DMM 128) weighing .2082 ib. (3.3314 ex.) or less, go to Part 6 on the reverse of this form. Postage Reverse Part B · For bulk mailings of non letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 ez.) er fees. Part C go to Pert C on the reverse of this form. For bulk mailings of all pieces (see DMM 128) weighing more than .2082 lb. (3.3314 ez.) but less than 1.0 lb. (18.0 ez.), ge to Part D on the reverse of this form. Part D Single Piece Rate | or Additional Postage Payment (State reseans for Additional Postage) te applicable bulk per piece rete effixed to each piece? (Form 3602-PC required) Total Postage □ No ☐ Yes



Read the following part of the form for Third-Class Mail at nonprofit rates and answer the questions.

	AILER: Complete all items by typewriter, pen, o	Pete co	it. Prepare in d	Processing Cate	need a receipt	JSPS Authoriz	ed Mailing ID Code(s)
	S.F. GMF	5/1	/12	(DMM 128) Letters			
1	Permit No. 4-32.	Mailing State	ment Seq. No.	☐ Flats ☐ Machinable P	arcala		
	Permit Holder's Name Telephone Number & Addrese	Receipt No.		☐ Irregular Parc	els		
	S.F. Museum of Modern Art	No. Sacks	No. Trays	No. Pallets	No. Other		
	ORIENTAL GALLARY FORT MASON BULD. A	Weight of a Single Piece		<u>. — — — </u>	pounds		
H 8 H	SF, CA 94/23 Authorized to use nonprofit rates? (DMM 625)* X Yes No	Total Pieces	in Mailing	Total Weight of	Mailing		i on 15 lbs. Both (DMM (t Apply (USPS Only)
-	Which Mailing is Prepared (If other than the permit holder) Authorized to use nonprofit rates? (DMM 625)*	(If other than the permit holder) Aco Mailing 2757 16 th St. SF, CA 94103				☐ Centralized Postage Payment ☐ Plant Loaded to ☐ Plant Varified Drop Shipment to ☐ BMAU Entry et ☐ Orig. ☐ Dest. A/O ZIP ☐ Orig. ☐ Dest. SCF 3D ZIP ☐ Orig. ☐ Dest. BMC	
_	For bulk mailings of automation-competible letter	-else pieces (see	DMM 520), go t	o Part A on the	Side)	Part A	\$
ç	raverse of this form. • For bulk mailings of non-automation compatible (3.3314 ez.) ar less, go to Part B on the reverse	ietter-size pieces of this form.	(see DMM 128)	weighing ,2082 M	erse Sic	Part B	\$
Computation	For bulk mailings of non letter-size pieces (see D go to Part C on the reverse of this form.		ng .2082 lb. (3.3	1314 ez.) er tese.	Postage m Reverso	Part C	\$
6	For bulk millings of all pieces (see DMM 128) w fees then 1.0 lb. (16.0 ex.), go to Part D on the	reighing mere the reverse of this fo	n .2062 lb. (3.3) orm.	314 ez.) but	From	Part D	*
9	Single Piece Rete 🛘 or Additional Postage Paymen				No. Pieces	Rete/Piece	= \$
Postage C	(State resons for Additional Postage)	ce? (Form 3602-PC required) Total			al Postage		

- 2. a) What are mailed? ____ Letters Flats
 - b) How many pieces are there in total?
 - c) Are they in sacks?
 - d) How many sacks are there in total?
 - e) How many pieces are there in each sack?
- 3. Is there a mailing statement or receipt?
- 4. Who is the mailing agent? What's its address?



WRITING

Read the instruction and fill out Mailer's Information.

Tony has to send 1,250 pieces of 9.5 x 4 cards with permit imprint indicia for Sierra Club at the post office at 3rd Street (SFGMF) on May 19, 1992. The cards are in sacks, 125 pieces or more per sack. There are 6 sacks in total. Sierra Club is authorized to use nonprofit rates. Its permit number is 16531. Its address is 730 Polk Street, San Francisco, CA 94109.

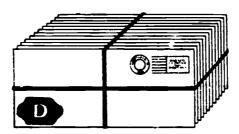
MAI	ILER: Complete all it	tems by typewriter, pen, o	r indelible pen	cil. Prepere in d			ì	
	Post Office of Mailing		Dete		Processing Cate (DMM 128)		USPS Authori	zed Mailing ID Code(s)
ļ	Permit No.		Mailing State	ement Seq. No.	□ Letters □ Flets	laveale		
- 14	Permit Holder's Name & Address	Telephone Number	Receipt No.		☐ Machinable f ☐ Irregular Parc ☐ Outside Parc	cels		
1	(Include ZIP Code)		No. Sacks	No. Treys	No. Pallets	No. Other		
			Weight of e Single Piece		•	pounds		
	Authorized to use nonp	profit retes? (DMM 625)*	Total Pieces	in Mailing	Total Weight o	f Mailing	Sacking Base	nd on 15 lbs. Both (DMM 64
	□ Yes □ No Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder) Authorized to use nonprofit rates? (DMM 625)* □ Yes □ No • For bulk mailings of autemation-competible lettireverse of this form. • For bulk mailings of non-automation competible (3:3314 e.c.) or lesse, go to Part 6 on the reverse		Address of Mailing on the permit hold			Check All That Apply (USPS Only) Centralized Postage Payment Plant Loaded to Plant Verified Drop Shipment to BMAU Entry et Orig. Dest. A/2 ZIP		
- 1			1					Dest. SMC
							1	
١	For bulk mailings of (3.3314 ez.) er less for bulk mailings of go to Part C on the For bulk mailings of the For bulk	ı. I nen-sutomation competible le	etter-size pieces of this form. MM 128) weighi	(see DMM 128) ving .2082 tb. (2.33	veighing .2082 % 314 ez.) er less,	Postage (From Reverse Side)	Part A Part B Part C Part D	\$ \$ \$
۱	reverse of this form For bulk mailings of (3.3314 ez.) or lese For bulk mailings of go to Part C on the For bulk mailings of less then 1.0 lb. (10	inen-sutemation compatible is, go to Part B on the reverse of non letter-size pieces (see DR reverse of this form. I all pieces (see DMM 128) we B.0 ez.), go to Part D on the rext Additional Postage Peyment	ofter-size pieces of this form. MM 128) weight sighing mere the reverse of this fo	(see DMM 128) ving .2082 tb. (2.33	veighing .2082 % 314 ez.) er less,	No. Pieces	Part B	\$
Postage Computation	reverse of this form For bulk mailings of (3:3314 ez.) er lese For bulk mailings of go to Part C on the For bulk mailings of lese then 1.0 fb. (1) Single Piece Rate O (Stats reasons for Add	inen-sutemation compatible is, go to Part B on the reverse of non letter-size pieces (see DR reverse of this form. I all pieces (see DMM 128) we B.0 ez.), go to Part D on the rext Additional Postage Peyment	etter-size pieces of this form. MM 128) weighin eighing more tha reverse of this fo	(see DMM 128) wing .2082 lb. (2.33) orm.	veighing .2082 % 314 ez.) er less,	No. Pieces	Part B Part C Part D	*



LISTENING

Listen to the dialogue and fill out Mailer's Information.

fress of Ind	Telephone Number rofit retes? (DMM 625)*	Mailing State Receipt No. No. Sacks Weight of a Single Piece	No. Trays	Processing Ce (DMM 128) Letters Flats Machinable trregular Pa Outside Par	Parcels rcels cels	USPS AU	tnor	ized Meiling ID Code(s)	
Code) o use nonpi	rofit retes? (DMM 625)*	Receipt No. No. Sacks Waight of a		☐ Flats ☐ Machinable ☐ Irregular Pa ☐ Outside Par	rcels cels				
Code) o use nonpi	rofit retes? (DMM 625)*	No. Sacks Weight of a	No. Trays	☐ frregular Pa ☐ Outside Par	rcels cels				
o use nonpo		Weight of a	No. Trays	☐ Outside Par	cels]			
fress of Ind		Weight of a	No. Trays	No. Pallets					
fress of Ind			1	1	No. Diner	l			
fress of Ind				<u> </u>	L	-			
fress of Ind		0 ,		<u>. – – – </u>	pounds				
tress of Ind	□ No	Total Pieces	in Mailing	Total Weight	f Mailing	Sacking &			
	ividual or Drganization for	Name and A	ddress of Meiling	Agent*				3 15 lbs. D Both (DMM 641 et Apply (USPS Only)	
ng is Prepar n the permi		(if other than	the permit hold	er)		☐ Centralized Postage Payment			
		ŀ				☐ Plent L			
		ļ.						lied Drop Shipment to	
			25.0			1		•	
o use nonpi	rofit rates? (DMM 625)*								
	ON C								
nailings of a f this form.	urtomation-competible letter-s	lan piecas (see C	pieces (see DMM 520), go to Part A on the					\$	
IZ.J OF 1998,	go to Part B on the reverse o	f this form.	nis form.			Part I	3	\$	
C on the n	everse of this form.			ğ ğ	Part (; 	\$		
1.0 16. (16.	0 ez.), go to Pert D on the re	verse of this for	n.	14 OZ.) BUT	¥.	Part [)	\$	
			<u></u>		No. Piecas	Rate/Piec		= \$	
		? (Form 3602-PC	required)	Total Po	stage —		•	ŝ	
								<u> </u>	
	neilings of a this form. neilings of a z.) or fees, neilings of a 1.0 lb. (16. Rete or. ns for Addit bufk per pi	nailings of automation-compatible letter-e this form. shillings of non-automation compatible let z.) or less, go to Part 8 on the reverse o nailings of non letter-size piecae (see DM C on the reverse of this form. nailings of all piecae (see DMM 128) weig 1,0 lb. (16.0 ez.), go to Part D on the ra Rate or Additional Postage Payment as for Additional Postage) bulk per pieca rate affixed to each pieca No sture of a mailer certifies that: (1) the math other persons that are	neilings of automation-compatible fetter-size pieces (see Dithis form. nailings of non-automation compatible letter-size pieces (siz.) or less, go to Part 8 on the reverse of this form. nailings of non letter-size pieces (see DMM 128) weighing. C on the reverse of this form. nailings of all pieces (see DMM 128) weighing more than 1.0 lb. (16.0 ez.), go to Part D on the reverse of this form. Rate or Additional Postage Payment ns for Additional Postage) bulk per piece rate affixed to each piece? (Form 3602-PC) No	o use nonprofit rates? (DMM 625)* No neilings of automation-compatible letter-size pieces (see DMM 520), go to this form. nailings of nen-suromation compatible letter-size pieces (see DMM 128) wiz.) or less, go to Part 8 on the reverse of this form. nailings of non letter-size pieces (see DMM 128) weighing .2082 lb. (3.33 °C on the reverse of this form. Tailings of all pieces (see DMM 128) weighing more than .2082 lb. (3.33 °C on the reverse of this form. Rate or Additional Postage Payment is for Additional Postage Payment is for Additional Postage) bulk per piece rate affixed to each piece? (Form 3602-PC required)	o use nonprofit rates? (DMM 625)* No neilings of automation-compatible letter-size pieces (see DMM 520), go to Pert A on the this form. neilings of nen-automation compatible letter-size pieces (see DMM 128) weighing .2062 to z.i or less, go to Part B on the reverse of this form. nailings of non letter-size pieces (see DMM 128) weighing .2062 to .(3,3314 oz.) or less. C on the reverse of this form. neilings of all pieces (see DMM 128) weighing more then .2062 to .(3,3314 oz.) but 1.0 to .(16.0 ez.), go to Pert D on the reverse of this form. Rete or Additional Postage Payment is for Additional Postage Payment is for Additional Postage) Dufk per piece rate affixed to each piece? (Form 3602-PC required) No Total Po	o use nonprofit rates? (DMM 625)* No neilings of automation-compatible letter-size pieces (see DMM 520), go to Pert A on the this form. neilings of nen-automation compatible letter-size pieces (see DMM 128) weighing .2082 lb. 2.1 or less, go to Part B on the reverse of this form. nailings of non letter-size pieces (see DMM 128) weighing .2082 lb. (3.3314 oz.) or less, C on the reverse of this form. neilings of all pieces (see DMM 128) weighing more then .2082 lb. (3.3314 oz.) but 1.0 lb. (16.0 ez.), go to Part D on the reverse of this form. No. Pieces Total Postage In the persons or creanizations that are not authorized to mailler cartifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is be the other persons or creanizations that are not authorized to mailler cartifies that: (1) the mailing does not violate DMM 625; (2) only the mailer's matter is be the other persons or creanizations that are not authorized to mail as secile but the trivial class of the story of	Description of sustainance of this form. Description of the form. De	Dust on use nonprofit rates? (DMM 625)* □ No □ No □ Drig. □ D	





Compare the following 3 parts of different forms. Are they the same or different? Point out the differences.

	Bulk 1	ment of Mailing w Third-Class Mail (I me by typewner, sen, er	Regular or	Nonprofit	Rates)		Method of Psyment Meter Postage Precanceled Stamps		
	Post Office of Making	and by typewiller, part or	Date	. Ose rollin or	Processing Co IDMM 1281		USPS Authorized Making ID Code(s)		
ı	Forms No.		Making Stone	ment Seq. No.	☐ Letters ☐ Flets ☐ Machinesis	Parcels			
	Permit Helder's Name & Address Bockets ZP Code)	Telephone Number	Receipt No.		□ irregular Pa □ Outside Pa				
	arcase per const		No. Sacks	No. Trays	No. Pallote	No Other			
Ě			Weight of a Single Piece						
e's by	Authorised to use name	refit rates? (DMM 6251*	Tatal Proces	n Meing	Total Weight	Secking Based on			
1	Which Mailing is Proper			Moreos of Missiriq the permit held		Cheek All That Apply (USPS Only)			
	If other then the permi	1 140-1472			•		Controlled Postage Payment Plant Leaded to Plant Verified Drop Shipment to DMM 144.8 Drop Shipment to BMM Serry at		
	Authorized to use none	refit rates? (DAMA 6251°					□ Orig. □ Deet. A/O 2P □ Orig. □ Deet. SCF 3D 2P □ Orig. □ Deet. SSAC		

Post Office of Moding	ltoma by typowritor, pan,	Dette		Processing Co		USPS Authorized Making ID Code(s)
Permit No		Making State	Imeni Seq No	□ Letters □ Flets		
Permit Helder's Name & Address Sockets 21P Code)	Telephone Number	Receipt No.		☐ Machinebi ☐ Streep, for Pr ☐ Outside Pr	arcels	
		No. Sasta	No. Trays	No. Pallets	No. Other	1
		Weight of a Single Proce		•		
				Total Weight	of Moring	Socking Based on 125 pcs. 15 lbs. Both 10MM 6
			ddroos of Medic	Check All That Apply (USPS Only)		
Which Maling is Prop		11 mm 1 mm		-		Controlled Pastess Payment

		duplicate if you need a resol	<u> </u>			
Post Othics of Making	Dete	Processing Category (DAMA 1281	USPS Authorized Mailing ID Code(s)			
Fermit No.	Making Statument Set. No.	☐ Letters ☐ Flore ☐ Machineble Forcels				
Permit Helder's Name Telephone Number & Address	Receipt No.	☐ Irregular Parcells ☐ Outside Parcells				
Prictage ZIP Code:	No. Socks No Trays	No Pallett No. Other	7			
	Weight of a Single Place	part				
Authorized to use nemprofit rates? (DMM 625)*	Total Please in Meding	Total Weight of Mailing	Secting Based on 2 126 pcs. 0 15 lbs. 0 Both (DAMA 64			
Name & Address of Individual or Organization for Which Making is Property of other than the partiet holder)	r Name and Address of Mon Ef other than the pormit he		Chast: All That Apply 8JBPS Only! Controlled Partage Payment			
Name & Address of Individual or Organization for Which Making is Propered			Check All This Apply 6JSPS			



UNIT 2: INTRODUCTION TO FORMS FOR BULK BUSINESS MAILING (II)

VOCABULARY:

automation-compatible

non-automation compatible

more than

less

less than

letter-size

non letter-size

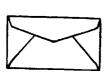
single additional

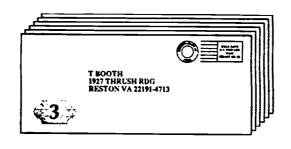
READING

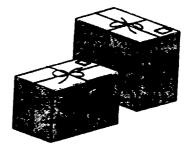
Section I, II and III follow the same instructions for Third-class Mail (Nonprofit Rates Only) postage computation. Read them carefully and answer the following questions.

I.

- For bulk mailings of automation-compatible letter-size pieces, go to Part A on the reverse of this form.
- For bulk mailings of non-automation compatible letter-size pieces weighing .2082 lb. (3.3314 oz) or less, go to Part B.
- · For bulk mailings of non letter-size pieces weighing .2082 lb (3.3314 oz.) or less, go to Part C.
- For bulk mailings of all pieces weighing more than .2082 lb. (3.3314 oz.) but less than 1.0 lb. (16.0 oz.), go to Part D.









II.

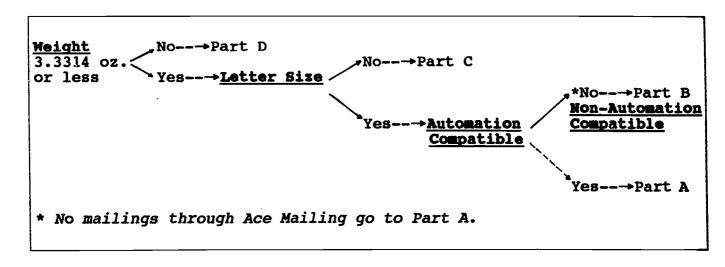
```
A - automation-compatible letter-size .2082 lb. or less (3.3314 oz.)

B - non-automation compatible letter-size .2082 lb. or less (3.3314 oz.)

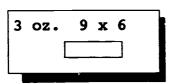
C - non letter-size .2082 lb. or less (3.3314 oz.)

D - all mail .2082 lb. - 1 lb. (3.3314 - 16 oz.)
```

III.



USING THE FLOW CHART:



- 1. Check weight: less than 3.3314 oz.? YES
- 2. Check size: letter size? NO -- Part C.
- 2.5 oz. 11 x 5
- 1. Check weight: less than 3.3314 oz.? YES
- 2. Check size: letter size? Yes
- 3. Automation compatible? *No -- Part B.



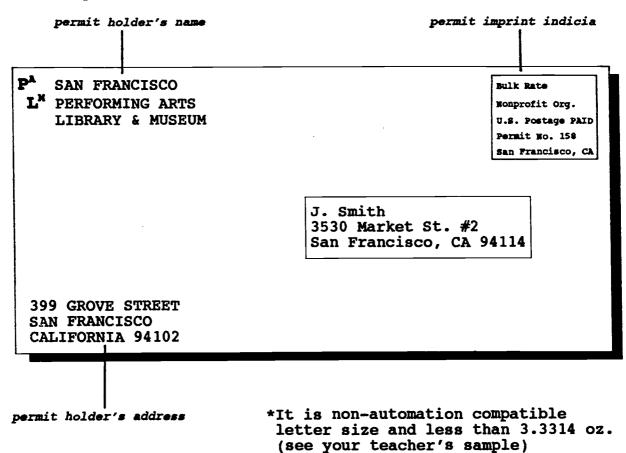
Follow the flow chart and decide which Part for each piece.

2. 3.12 oz. 8% x 3% letters non-automation compatible 3. 0.2 lb. 8½x 3 % brochures 4. 2 oz. 9 x 12 bank statements 5. 0.5 lb. 8.5 x 5.5 booklets 6. 0.5 oz. 6 x 4 7. 4.4 oz. 9.5 x 4 8. 2.5 oz. 10 x 13 9. 1.2 oz. 8.5 x 11 brochures 10. 1.0 lb.	1. 2 oz. 9½x 4 % letters non-automation compatible	PARTB
4. 2 oz. 9 x 12 bank statements 5. 0.5 lb. 8.5 x 5.5 booklets 6. 0.5 oz. 6 x 4 7. 4.4 oz. 9.5 x 4 8. 2.5 oz. 10 x 13 9. 1.2 oz. 8.5 x 11 brochures 10. 1.0 lb.		
5. 0.5 lb. 8.5 x 5.5 booklets 6. 0.5 oz. 6 x 4 7. 4.4 oz. 9.5 x 4 8. 2.5 oz. 10 x 13 9. 1.2 oz. 8.5 x 11 brochures 10. 1.0 lb.	3. 0.2 lb. 8½ x 3 % brochures	
6. 0.5 oz. 6 x 4 7. 4.4 oz. 9.5 x 4 8. 2.5 oz. 10 x 13 9. 1.2 oz. 8.5 x 11 brochures 10. 1.0 lb.	4. 2 oz. 9 x 12 bank statements	
0.5 oz. 6 x 4 7. 4.4 oz. 9.5 x 4 8. 2.5 oz. 10 x 13 9. 1.2 oz. 8.5 x 11 brochures 10. 1.0 lb.	5. 0.5 lb. 8.5 x 5.5 booklets	
7. 4.4 oz. 9.5 x 4 8. 2.5 oz. 10 x 13 9. 1.2 oz. 8.5 x 11 brochures 10. 1.0 lb.	6.	
4.4 oz. 9.5 x 4 8. 2.5 oz. 10 x 13 9. 1.2 oz. 8.5 x 11 brochures 10. 1.0 lb.		
4.4 oz. 9.5 x 4 8. 2.5 oz. 10 x 13 9. 1.2 oz. 8.5 x 11 brochures 10. 1.0 lb.	7.	
9. 1.2 oz. 8.5 x 11 brochures	4.4 oz.	
10. 1.0 lb.	10 x 13 9. 1.2 oz.	
A THE W U BOOKS	8.5 x 11 brochures	



UNIT 3: STATEMENT OF MAILING WITH PERMIT IMPRINTS THIRD-CLASS MAIL (NONPROFIT RATES ONLY)

Use the for nonprofit mailing with permit imprints (indicia). For example:



- 1. Is the San Francisco Performing Arts Library and Museum a nonprofit organization?
- 2. Are they authorized to use nonprofit bulk mail rates?
- 3. What's their permit number?
- 4. Is the postage paid?



WRITING

Fill in Mailer's Information on the form for San Francisco Performing Arts Library and Museum. (Each piece is less than 3.3314 oz. and there are 575 pieces in 2 sacks.)

Pe &	ermit No.				(DMM 128)		ı			
8.	armit Holder's Name Address Address Address (Clude 2) Code)		Mailing State	ment Seq. No.	☐ Letters ☐ Flets ☐ Machinable	Psrceli				
	Address	Telephone Number	Receipt No.		☐ !rregular Pa ☐ Outside Pa					
2	nclude ZIP Code)		No. Sacks	No. Trays	No. Pallets	No. C	ther			
			Weight of s Single Piece				pounds			
	Authorized to use nonp 3 Yes	rofit rstes? (DMM 625)*	Total Pieces	in Mailing	Total Weight	of Mail	ng	Sacking Base	d on 15 lbs. 2 Both (DMM 64)	
**	Which Mailing is Prepa If other than the perm Authorized to use non	ividual or Organization for ed it holder) profit rates? (DMM 625)*		ddress of Msiling n the permit hold			☐ Centralized Postage Payment ☐ Plant Loaded to ☐ Plant Verified Drop Shipment to ☐ BMAU Entry st ☐ Orig. ☐ Dest. A/O ZIP ☐ Ong. ☐ Dest. SCF 3D ZIP ☐ Orig. ☐ Dest. BMC			
-+	Yes For bulk mailings of	automation-compatible letter	size pieces (see l	DMM 520), go to	Part A on the		Postage Reverse Side)	Part A	\$	
۔ ا	reverse of this form For bulk mailings of	non-automation competible k	otter-size pieces (r-size pieces (see DMM 128) weighing .2082 lb. bis form. 128) weighing .2082 lb. (3.3314 ex.) er fess.					\$	
Postage Computation	• For bulk mailings of	, go to Part B on the reverse non letter-size pieces (see Di reverse of this form.		128) weighing ,2082 lb, (3.3314 ez.) er fese.				Part C	\$	
Com	• For bulk mailings of		eighing more ther reverse of this fo	ing more then .2002 lb, (3.3314 oz.) but irse of this form.					\$	
Posteg	Single Piece Rate 🗆 o	r Additional Postage Psyment Ittional Postage)				No	. Pieces	Rate/Piece	= \$	
	te applicable bulk per	piece rate effixed to each pie	ce? (Form 3602-F	² C required)	Total F	ge —	*			
	"The signature of a mailing with other p by the mailer on bel liable for and agree	mailer certifies that: (1) the is ersons or organizations that a nail of or produced for anoths is to pay, subject to appeals alling is cooperative or for off is binds the agent and the nonp	e not authorized to person or organized by post	to mail et special ization not autho ial lews and regul io form in signed	rized to meil et : letions, any rev	special i	bulk third- ficiencies certifies ti	cless rates at essessed on 1	this office; and (5) it will be his mailing, whether due to rized to sion this statement.	
Certification	The submission of a f	alse, fictitious or fraudulent s o 85,000 and an additional s	tetement may res	sult in imprisonme	int of up to 5 y	eers and ley be it	d a fine of nposed (3	up to \$10.00 1 USC 3802).	0 (18 USC 1001). In additio	



Read the following part and circle words you don't understand. Ask the teacher what they mean.

Third-Class Wonprofit Rate -- Permit Imprint Postage Computation -- Bulk Rate

(Part B)

Disco	Presort/ int Automation by) Discounts	Net Rate		Count (Pcs/Lbs)			Charge
Non-At .2082	tomation Compatible 1b. (3.3314 oz.) o	Lette r less	r				
Mone	Saturation W/S Carrier Route 3/5-Digit Presort Basic	.071	x		_ pcs.	=	\$
1	Carrier Route	.074	X		_ pcs.	=	\$
	3/5-Digit Presort	.098	x		_ pcs.	=	ş
	Basic	.111	X		_ pcs.	=	\$
BMC	Saturation W/S Carrier Route 3/5-Digit Presort Basic	.059	x		_ pcs.	=	\$
Entry	Carrier Route	.062	x		_ pcs.	=	\$
	3/5-Digit Presort	.086	x		pcs.	=	\$
	Basic	.099	x		_ pcs.	=	\$
RCF	Saturation W/S	.054	x		DCS.	=	\$
Entro	Carrier Route	.057	×		DCS.	=	\$
1	3/5-Digit Presert	.081	x		DCS.	=	<u> </u>
	Saturation W/S Carrier Route 3/5-Digit Presort Basic	.094	x		pcs.	=	\$
DDU	Saturation W/S Carrier Route	.049	×		pcs.	_	\$_
	Carrier Route	.052	x		pcs.	=	\$

^{*} No "Entry Discount" applies to bulk mailings through Ace Mailing. So, always go to "None" rates.



CENTS (¢) AND DOLLARS (\$)

\$111.1 = 1.111¢

CALCULATION

Fill in the blanks.

HOW MUCH

Calculate the Basic rates.

For example: The total pieces in mailing is 200. The Basic rate for each piece is \$0.111. What's the total postage? \$0.111 x 200 = \$22.2

1.
$$\$0.125 \times 200 =$$

3.
$$\$0.054 \times 300 =$$

6. 4¢
$$\times$$
 2,350 = \$_____

- 7. The total pieces in mailing is 650. The 3/5-digit presort rate for each piece is \$0.165.
- 8. The total pieces in mailing is 3,000. The 3/5-digit presort rate is \$0.063.
- 9. The total pieces in mailing is 575. The Basic rate is 10.9¢.
- 10. The total pieces in mailing is 250. The Basic rate is 9.4¢.

1

Read the postage computation for nonprofit bulk rates. Then answer the questions.

Discou	Presort/ int Automation iy) Discounts			Charge
	tomation Compatible 1b. (3.3314 oz.) or			
Mone :	Saturation W/S	.071 x		pcs. = \$
(Carrier Route	.074 x		pcs. = \$
;	3/5-Digit Presort	.098 x		pcs. = \$
1	Basic	.111 x	575	pcs. = \$
BMC	Saturation W/S	.059 x	:	pcs. = \$
Entry	Carrier Route	.062 x		pcs. = \$
•	3/5-Digit Presort	.086 >	3	pcs. = \$
	Basic	.099 x		pcs. = \$
SCF	Saturation W/S	.054 x	:	pcs. = \$
Entry	Carrier Route	.057 x		pcs. = \$
	3/5-Digit Presort	.081	· ————	pcs. = \$
	Basic	.094 x		pcs. = \$ pcs. = \$ pcs. = \$
DDU	Saturation W/S	.049 x	:	pcs. * \$
Entry	Carrier Route	.052 x		pcs. = \$
Total	- Part B (Carry to	front o	of form)	. \$ _63.83

- 1. Is each letter (piece) less than 3.3314 oz.?
- 2. Are the letters on any entry discount?
- 3. Are they presorted?
- 4. What's the net rate to send each letter?
- 5. How many letters are there?
- 6. What's the total postage?
- 7. Do you have to write the total postage on the reverse side of the form?



WRITING

Read the instruction and fill out the form.

You need to send 250 brochures, 125 pieces per sack, for De Young Museum at the post office at 3rd Street on May 25, 1992. De Young Museum is a nonprofit organization and it is authorized to use nonprofit rates. Its permit number is 1234 and its address is 4321 Park Road, San Francisco, CA 94111. Each brochure is 9.5 x 6.

	ILER: Complet	e all items	by typewrit	ler, pen, or i	ndelible pend	it. Prepare in d	uplicate if you	need a receip	t			
1	Post Office of M	lading			Date		Processing Cate (DMM 128)	Both	USPS Authori	zed Mailing ID Code(s)		
ľ	Permit No.				Mailing State	ment Seq. No.	□ Letters □ Flate □ Machinable P	arcels				
-14	Permit Holder's I & Address (Include ZIP Cod	1	phone Numb	O r	Receipt No.		☐ Irregular Parc	els				
_ 1			_		No. Sacks	No. Trays	No. Pallets	No. Other				
5					Weight of a Single Piece		<u>. — — — </u>	pounds				
	Authorized to us		No		Total Piecae		Total Weight of	Mailing		3 15 lbs. (2) Both (DMM 64		
Mailer	Name & Addres Which Mailing is (If other than th Authorized to use	s Prapared se permit hol se nonprofit	der)			ddrass of Mailing n the permit holds			Centralized Plant Load Plant Verif SMAU Ent Orig. 0	Centralized Postage Payment Plant Loaded to Plant Verified Drop Shipment to BMAU Entry at Orig. □ Dest. A/O ZIP Orig. □ Dest. SCF 30 ZIP Orig. □ Dest. BMC		
	Entry Presort/ Discount Automation Net Count						Part A on the	Side)	Part A	\$		
٤	(If Any)	Discounts		(Pcs/Lbs)		Cherge	ighing .2062 lb.		Part B	\$		
Postage Computation		Non-Automation Competible Letter ,2082 lb. (3.3314 oz.) or less					14 ez.) er iess.	Postage n Reverse	Part C	\$		
	Nene Saturation W/S Certier Route		te .074 ×				4 oz.) but	(From	Part D	\$		
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	i i		. 059 v		pcs. = \$ _ pcs. = \$ _							
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	Entry (Carrier Route 3/5-Digit Pra Besic Saturation W Carrier Route	.062 × .086 × .099 ×		pcs. = \$		*	All the	e piece	s are pre-so		

Compare the following 3 parts. What are the differences?

81 Any) Deco Automotion Comp Rene Source Sou	notes number of the property o	Rore Processor (Dotted & Dotted PCS PCS	Charg	Entry Duccount of Any Men-A 2002 Mona Mona Mona Mona Mona Mona Mona Mona	Jeannarian Competition (18.3314 etc.) (2.3314 .054 = .0					
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Name Solution Carrier R S-Dopt 8 3-Dopt 8 3-Dopt 8 3-Dopt 8 3-Dopt 9 3-Dopt 9 8-Solution Beauty Beau	in W/S worke worke worke for a consistence for	071 =	PCS PCS		SCF Brief	Seturation W/S Cernior Revies 2/5-Dept Presen Basic Seturation W/S Cernior Revies 3/5-Dept Presen Basic Seturation W/S Cernior Revies 4/5-Dept Presen Basic	.071 = .074 = 1.098 = .111 = .052 = .052 = .052 = .056 = .057 = .057 = .054 = .057 = .054 =			
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Total - Part A 10 Nonintter30 None Series Commo 23-5-0 Beac	Carry to fin 62 lb. (3 mon W/S	ent of form)			- -					
Nonietter – .30 Nene Sener Cerne 3/5-0- Beec	82 lb. (3			<u> </u>	\ Tee	- Part 8 (Carry 10				
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Mone Seture Corner 3/5-Di Basic	men W/S	.3314 ec.) e				lell - More than .	2062 lb. (2	1.3314 ec.)		
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3/5-Ov Basec		.073 ×		:::	! ***	a Solvetion W/	4 .002 ×			
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UNIT 4: STATEMENT OF MAILING WITH PERMIT IMPRINTS THIRD-CLASS MAIL (REGULAR RATES ONLY)

GETTING READY

Read the statements and check YES or NO.	YES NO
1. Only nonprofit organizations can use nonprofit rates.	***************************************
2. Bank of America and Bank of California can use nonprofit rates.	
 Regular rates are higher than nonprofit rates. To use regular rates, the indicia must be printed on each piece. 	

WRITING

Read the instruction and fill out both sides of the form.

Mail 575 pieces of 5 x 3 letters for John Doe (see the sample letter). The letters are in bags, 125 pcs per bag. Each letter weighs less than 0.2082 lb. All the pieces are pre-sorted.

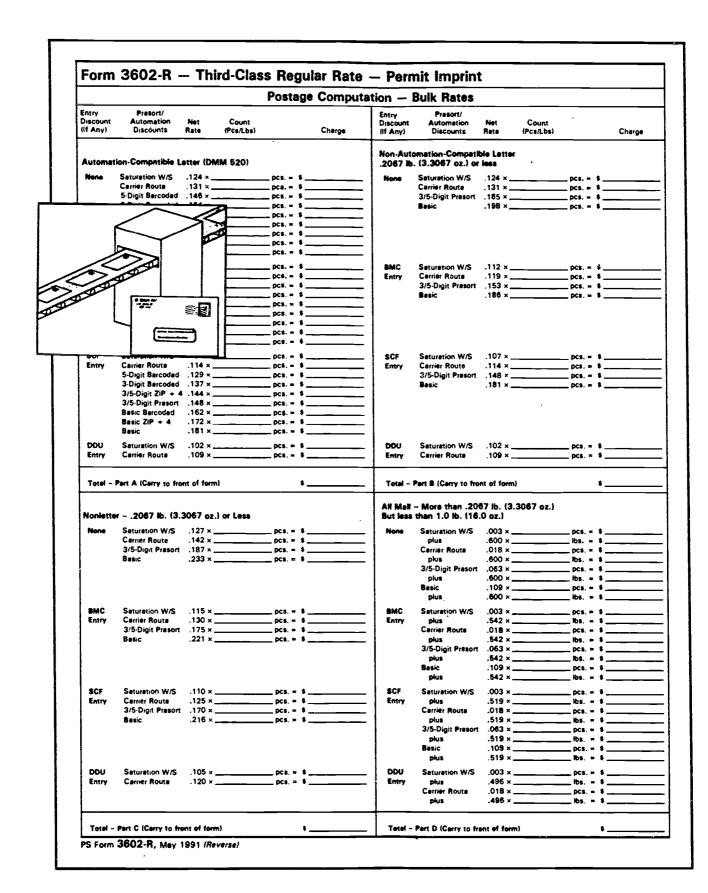
John Doe 123-1st Avenue San Francisco, CA 94100	Bulk Rate U.S. Postage PAID Anchorage, AK Permit No. 12





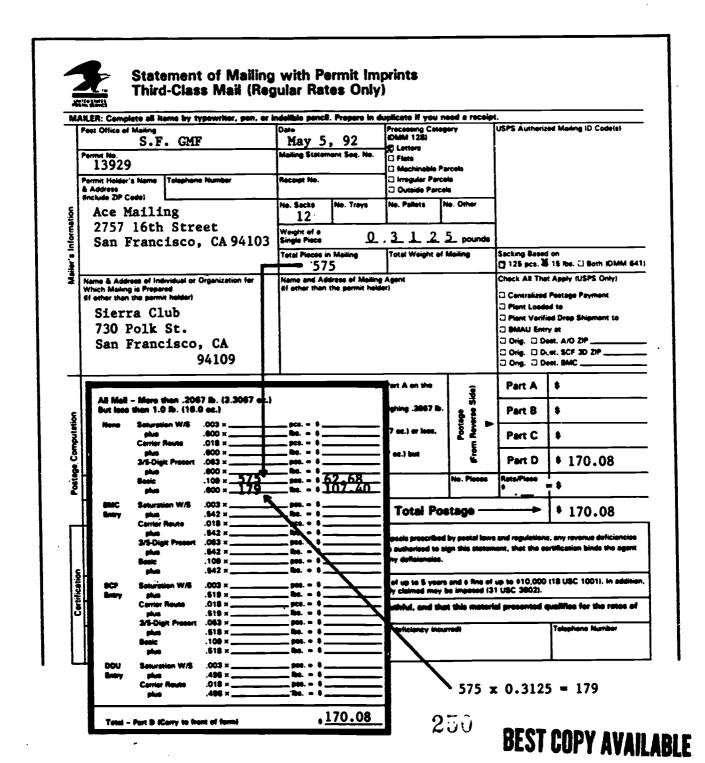
Statement of Mailing with Permit Imprints Third-Class Mail (Regular Rates Only)

7	Post Office of Mailing		Dete	-	Proceeding Co (DMM 128)	togory	USPS Authoriz	ed Mailing ID Code(s)			
•	Permit No.	mit No.		Mailing Statement Seq. No.		Parcels					
1	Parmit Holder's Name B Address	Telephone Number	Receipt No.	Receipt No.		rcels rcels					
•	Include ZIP Code)		No. Sacks	No. Trays	No. Pallets	No. Other	1				
			Weight of a Single Piece		• —	pounds	1				
			Total Pieces i	n Mailing	Total Weight	Sacking Based on 125 pcs. 3 15 lbs. 3 Both (DMM 64					
ľ	Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the sermit holder)			Name and Address of Mailing Agent (If other then the permit helder)				Check All That Apply (USPS Only)			
	in Arrest from the beaut		1				☐ Plant Leads	Centralized Postage Payment Plant Leaded to			
l							☐ Plant Verified Drep Shipment to ☐ BMAU Entry at				
						☐ Orig. ☐ Dest. A/O 2IP					
	For bulk mailings of reverse of this form.		iae pieces (see D	pieces (see DMM 520), go to Part A on the				•			
	• For bulk mailings of (3.3067 ex.) or less,	non-automation competible for go to Part B on the reverse o	Her-size pieces (s if this form.	ee DMM 128) w	reighing .2067 I	Postage Reverse Side)	Part B	\$			
l	 For bulk mailings of go to Part C on the 	nen letter-size pieces (see DM reverse of this form.	IM 126) weighi ng	.2067 lb. (3.30	167 az.) er tess,	Postage From Reverse	Part C	\$			
		all pieces (see DMM 128) wei .0 ez.), go to Part D on the re		hing more than .2067 lb. (3.3067 ez.) but erse of this form.			Part D	•			
	Single-Piece Rate 🗔 or (State reasons for Add	Additional Postage Psyment itional Postage)				No. Pieces	Rats/Piece	\$			
I	Is applicable bulk per p	iece rate affixed to each piece	² fform 3602-P0	C required)	Total P	ostage —		•			
	assessed on this mai	oler certifies that it will be liable ling. If this form is signed by a ooth the mailer and the agent	n agent, the agen	nt certifies that it	is authorized to	sign this stater					
		lee, fictitious or fraudulent sta 45,000 and an additional ass						(18 USC 1001). In additio			
I	I hereby certify the postage claimed.	at all information furnished	on this form is	accurate and	truthful, and t	het this meter	tal presented q	wallfies for the rates of			
	Signature of Permit Ho	older or Agent (Both principel a	and agent are liab	de for any poeta	ge deficiency in	curred)		Telephone Number			
1	Single Piecs Weight	_ · pow		res at le <u>ft adjust</u> ason	ed from mailer's	⊇ Yes					
	Total Pieces	Total Weight	7								
i	Total Postage							<u> </u>			
	Check One Z Verif. Not Schedule	Present Verification Per-	Dats Mailer	Netified		Contact		By (Initials)			
	I CERTIFY that this mailing has been inspected concerning: 1) eligibility for the rate of postage claimed; 2) proper preparation (and presont where required); 3) proper completion of the statement of mailing; and 4) payment of the necessary annual fee.							Round Stamp (Required)			
			on of the statem					1			
		equired); 3) proper completion	on of the statem		<u> </u>	Time	AM				





- If the weight of a single piece is between 0.2082 and 1 lb., then
- 1) Write the weight (1 lb. = 16 oz.) on the front page of the form.
- 2) Go to Part D on the back.
- 3) Write the "Basic" rate and "Plus" rate (total pieces x weight of a single piece),
- 4) Calculate the postage.



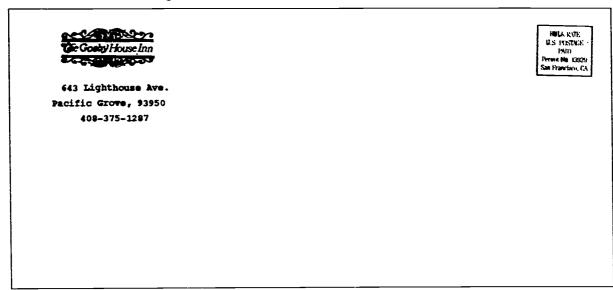


WRITING

Read the instruction and fill out both sides of the form.

A.

Mail 575 brochures (8 x 5.5) for The Gosby House Inn. They are in 12 P.S. bags, 125 or more pieces per bag. Each brochure weighs 0.3325 1b.



B. Mail 300 booklets for St. Luke's Methodist Church. They are in 13 P.S. bags. Each booklet weighs 0.65 lb. Use the correct form and fill out both sides.

ST. LUKE'S METHODIST CHURCH 209 SEYMOUR AVENUE ST. MICHAELS, MD 21663-0123 Nanprofit Org U.S. Postage PAID Permit No. 3901 Washington, DC

MS. MICHELLE DUPRE 6508 BRICKHEARTH CT ALEXANDRIA VA 22306-3313





Statement of Mailing with Permit Imprints Third-Class Mail (Regular Rates Only)

		or indelibie pencil Date	_	Processing Cet		USPS Authorize	ed Mailing ID Code(s)	
set Office of Meiling		1	(DMM 128)					
Permit No.	Mailing Staten							
*		1	•	☐ Flets ☐ Machineble	Percels			
Permit Holder's Name	it Holder's Name Telephone Number			☐ Irregular Pa				
& Address		Receipt No.		☐ Outside Par	cels			
(Include ZIP Code)	L	No. Sacks	No. Traye	No. Pallets	No. Other			
				1	1	l		
		Weight of a Single Piece						
		Total Pieces is	n Mailing	Total Weight	Sacking Based on			
			<u>i </u>	☐ 125 pcs. ☐ 15 lbs. ☐ Both IDMM 64				
Name & Address of Inc Which Mailing is Prepa		dress of Mailing the permit hold			Check All The	(Apply (USPS Only)		
(If other than the perm				•		☐ Centralized Postage Payment		
						☐ Plant Loads		
			•				ed Drop Shipment to	
		1				☐ SMAU Entr		
						☐ Orig. ☐ Dest. A/O ZIP		
						+ -		
reverse of this form					Postage Reverse Side)	Part A	*	
(3.3067 ez.) er leet	, go to Part B on the reverse	of this form.	size pieces (see DMM 128) weighing .2067 the is form. 128) weighing .2067 th. (3.3067 ex.) or fess,			Part B	\$	
go to Part C on the	non letter-size pieces (see C reverse of this form,				Pos (From Re	Part C	\$	
• For bulk mailings of less than 1.0 lb. (1	all pieces (see DMM 128) v 6.0 ez.), go to Part D on the	reighing more than reverse of this for	ng more then .2067 lb. (3.3067 ez.) but se of this form.			Part D	\$	
Single-Piece Rate o tState reasons for Add	r Additional Postage Paymen ditional Postage)	nt .				Rate/Piece \$	= \$!	
Is applicable bulk per	piece rate affixed to each pie	ce? (Form 3602-PC	form 3602-PC required) Total Postage					
□ Yes	□ No			1.0			<u> </u>	
assessed on this ma	nailer certifies that it will be lia siling. If this form is signed by both the mailer and the ager	an agent, the ager	nt certifies that i	t ie authorized to	o sign this staten	nent, that the co	ertification binds the agent	
1								
1	alee, fictitious or fraudulent o \$5,000 and an additional a	statement may resu essessment of twice	ilt in imprisonme e the amount fai	nt of up to 5 ye sely claimed ma	ars and a fine of ry be imposed (3	1 050 38021.		
The submission of e f e civil sensity of up t I hereby certify the postage claimed.	alse, fictitious or fraudulent o \$5,000 and an additional a hat all information furnish	statement may resu tesesament of twick ad an this form is	et in imprisonme the amount fall accurate and	nt of up to 5 ye sely claimed ma truthful, and 1	ars and a fine of by be imposed (3 that this materi	1 050 38021.	pualifies for the rates of	
The submission of e f e civil sensity of up t I hereby certify the postage claimed.	alee, fictitious or fraudulent o 95,000 and an additional a hat all information furnish	statement may resu tesesament of twick ad an this form is	et in imprisonme the amount fall accurate and	nt of up to 5 ye sely claimed ma truthful, and 1	ars and a fine of by be imposed (3 that this materi	1 050 38021.		
The submission of a facinity sensity of up t I hereby certify the postage claimed. Signature of Permit H	alse, fictitious or fraudulent o \$5,000 and an additional a hat all information furnish	etetement may resu seesament of twick ed on this form is al and agent are liet	et in imprisonme to the amount fall a accurate and ble for any posts	nt of up to 5 ye sely claimed ma truthful, and t ige deficiency in	ars and a fine of try be imposed (3 that this materi scurred)	ol presented (pualifies for the rates of	
The submission of e f e civil sensity of up t I hereby certify the postage claimed.	ales, fictitious or fraudulent o \$5,000 and an additional a hart all information furnish lolder or Agent (Both principal)	etetement may resu seesament of twick ed on this form is al and agent are liet	et in imprisonme e the amount fal s accurate and ble for any posti eres at left edjus	nt of up to 5 ye sely claimed ma truthful, and t ige deficiency in	ars and a fine of try be imposed (3 that this materi scurred)	ol presented (Telephone Number	
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The submission of a f a civil penetry of up t I hereby certify it postage claimed. Signature of Permit H Single Piece Weight	elee, fictitious or fraudulent to \$5,000 and an additional a heat all information furnish lolder or Agent (Both principal and a second	etatement may resus essessment of twick and an this form is all and agent are list Are the figu	et in imprisonme e the amount fal s accurate and ble for any posti eres at left edjus	nt of up to 5 ye sely claimed ma truthful, and t ige deficiency in	ars and a fine of try be imposed (3 that this materi scurred)	ol presented (Telephone Number	
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The submission of a facivit penetry of up t I hereby certify to postage claimed. Signature of Permit H Single Piece Weight Total Pieces Total Pieces Check One	alea, fictitious or fraudulent o \$5,000 and an additional a hat all information furnish lolder or Agent (Both principal Total Weight	etatement may result in seesament of twice and agent are liet and agent are liet and agent are liet and agent are liet and agent are liet and agent are liet and agent are liet and agent are liet agent are liet agent agent are liet agent age	et in imprisonme e the amount fal s accurate and ble for any posts ares at left edjus ason	nt of up to 5 ye sely claimed ma truthful, and t ige deficiency in	ars and a fine of try be imposed (3 that this materi scurred)	ol presented (Telephone Number	
The submission of a facivit penetry of up to the third penetry of up to the third penetry of up to the third penetry of Permit House the third penetry of Penetry of	ales, fictitious or fraudulent to \$5,000 and an additional a hart all information furnish tolder or Agent (Both principal content of the cont	etatement may result seesament of twice ed on this form is all and agent are liet ounds of "Yes" Re	it in imprisonme to the amount fall a accurate and bie for any postaires at left edjus ason.	nt of up to 5 yes sely claimed ma sruthful, and to see deficiency in ted from mailer	ars and a fine of my be imposed (3 that this material icurred) s entries? Contact claimed; 2) pro	Yes	Telephone Number 3 No By finitiels	
The submission of e f e civil penetry of up t I hereby certify ti postage claimed. Signature of Permit H Single Piece Weight Total Pieces Total Pieces Check One Uverif. Not Schedu I CERTIFY that this (and presont where	Presort Verification Predicted Informed as Scheduled Informed as Presort Verification Predicted Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed I	etatement may result seesament of twice ed on this form is all and agent are liet ounds of "Yes" Re	it in imprisonme to the amount fall a accurate and bie for any postaires at left edjus ason.	nt of up to 5 yes sely claimed ma sruthful, and to see deficiency in ted from mailer	ars and a fine of my be imposed (3 that this material icurred) s entries? Contact claimed; 2) pro	Yes	Telephone Number Telephone Number	
The submission of a facivit penetry of up to the third penetry of up to the third penetry of up to the third penetry of Permit House the third penetry of Penetry of	Presort Verification Predicted Informed as Scheduled Informed as Presort Verification Predicted Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed as Scheduled Informed I	etatement may result seesament of twice ed on this form is all and agent are liet ounds of "Yes" Re	it in imprisonme to the amount fall a accurate and bie for any postaires at left edjus ason.	nt of up to 5 yes sely claimed ma sruthful, and to see deficiency in ted from mailer	claimed; 2) pront of the necess	2) Yes	Telephone Number 3 No	



Postage Computation — Bulk Rates										
Entry Discount (If Any)	Presorti Automation Discounts	Net Rate	Count (Pcs/Lbs)	Charge	Entry Discount (If Any)	Presort/ Automation Discounts	Net Rata	Count (Pcs/Lbs)		Charge
_					Mon.Aut	ometion-Compet		 -		
	tion-Compatible t	etter (Di	MM 520)		.2067 lb	. (3.3067 oz.) o	r ioes			
None	Saturation W/S Carriar Routa	.124 ×_	pcs. =	•	None	Saturation W/S	.124 ×		~ - 1	
	5-Digit Seconded	.131 × _	pcs. =	<u>*</u>	1	Carrier Route	.131 × ַ		DCS. = 1	3 _
	2.DIGIT SSICOJEG	.154 x _		4	1	3/5-Digit Presort Besic	.105 X.		DCS. = 1	·
	2/2-DIGIT CIP + 4	_ אוסו.		4	1	Desic	.198 × _		pcs. = (·——
	3/5-Digit Presort Basic Barcoded	.165 ×_	DCS. =							
	Besic ZIP + 4	.189 × _	pcs. =	1	1					
	Besic	.198 ×_	pcs. =		.					
BMC	Saturation W/S	.112 ×_	DCS. =	•	BMC	Cananaia a Marc				
Entry	Carrier Route	.119 x			Entry	Saturation W/S Carrier Routa	.112 x _		pcs. = 1	·
	5-Digit Barcoded	.134 X _		4		3/5-Digit Presort	.153 × _		DCS. = 1	1
	3/5-Digit 21P + 4	.149 x	pcs. =	:	1	Basic	.186 ×_		pce. = 1	
	212-Didit Lifetott	.153 × _	pcs. =	*	1					
	Dasic Barconed	167 v		A	i					
	Basic ZIP + 4 =	.177 × _	pcs. =	<u>:</u> ——	1					
SCF			pcs. =		i					
Entry	Saturation W/S Carrier Route	.107 × _	pcs. =	!	SCF	Saturation W/S	.107 × _		pcs. = \$	
w,	5-Digit Barcoded	.129 x	pcs. =	4	Entry	Carrier Route	.114 ×		4	
	3-DIGIT SECCORED	.137 × _	nre =	4	1	3/5-Digit Presort	.148 x_		pcs. = \$	
	3/3-UKR ZIP + 4	.144 ×	A** -	•	1		. 141		pcs. = \$	
	Basic Barcoded	.148 × _	pcs	<u>:</u> ——	1					
	Basic ZIP + 4	.172 × _	pcs. =	:						
	Basic	.181 ×_	pcs. =		1					
DDU	Saturation W/S	.102 × _	pcs. =		DOU	Saturation W/S				
Entry	Carrier Routa	.109 ×_	pcs. =		Entry	Carrier Route	.102 × _		pcs. = \$ ncs = \$	
	Part A (Carry te free		<u> </u>	•		Part & (Carry to free				
ionletter	2067 lb. (3.3	067 oz.)	or Less		But less	- More than .206 than 1.0 lb. (16.	i7 Ib. (3. 0 oz.)	3067 oz.)		
None	Saturation W/S	.127 ×_	pcs. =	•	None	Saturation W/S				
	Carrier Route	.142 × _	nre -	4		plus	.600 × _)CS. = \$ he = \$	
	3/5-Digit Presort	.187 x	pcs. =	!	1	Carrier Route	.018 × _		CS. = \$	
		.200 ~ _	pcs. =	•——	i	plus 3/5-Digit Prasort	.600 ×_		bs. = \$	
					1	plus	.600 x)CS. = \$	
					İ	Sesic	.109 ×_		cs. = \$	
BMC	Catanatia - 111-					plus	. 60 0 × _	i	bs. = \$	
Entry	Saturation W/S Carrier Route	.115 x	pcs. =	<u>:</u> ——	BMC	Saturation W/S	.003 ×_		cs. = \$	
•	3/5-Digit Present	.175 ×	pcs. =		Entry	phis Carrier Route	.542 × _		bs. = \$	
	Sasic	.221 ×	pcs. =	•	1	Carner Houte	.018 ×_		CS. = \$	
				·- 	1		.063 × _		DS. = 8 ICS. = \$	
						plus	.542 ×_	i	bs. = \$	
					1	Basic plus	.109 x _		CS. = \$	
S CF	Saturation W/S	.110 × .	pcs. +	4	SCF.	•			bs. = \$	
Entry	Carrier Routa	.125 ×	000	4	Entry	Saturation W/S	.003 × _		CS. = \$	
	3/5-Digit Presort	.170 ×	pcs. =	\$		Carrier Route	.018 x_		νε. ≃ \$ ics. = \$	
	Besic	.216 ×	pcs. =	•——	1	plus	.519 × _	i	os. = \$	
						3/5-Digit Presort	.063 × _	F	CS. = \$	
						Basic	.519 ×	II	08. # \$	
						plus	.519 ×_		~	
				_	DOU	Saturation W/S				
DO U	Saturation W/S	.105 ×	pcs. = :	•——						
DOU Entry		.105 × .120 ×	pcs. = :		Entry	plus	.496 ×		s. = \$	
		.105 × .120 ×	pcs. = pcs. =		Entry	plus Carrier Route plus	.018 ×		08. = 8 CS. = 8	





Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

	Office of Mailing		Dete		Processing Ce (DMM 128)	tegory	USPS Authoriz	red Mailing ID Code(s)	
Permit	No.		Meiling Statem	nent Seq. No.	☐ Letters ☐ Flate ☐ Machinable	Percels			
& Add	: Holder's Name iresa Se Z(P Code)	Talephone Number	Receipt No.		☐ Irregular Pa ☐ Outside Par				
			No. Sacke	No. Treys	No. Pallets	No. Other			
			Weight of a Single Piece		·	pounds	1		
Autho		rofit retee? (DMM 625)*	Total Pieces in	n Mailing	Total Weight	of Mailing	Sacking Besed on 125 pcs. 3 15 lbs. 3 Both (DMM 64		
Which	& Address of Ind Meiling is Preper er then the permi			dress of Mailing the permit hold			☐ Centralized ☐ Plant Loads ☐ Plant Verifi ☐ BMAU Entr	ied Drop Shipment to	
i .		rofit retes? (DMM 825)*					□ Orig. □ De	eet, SCF 3D ZIP	
☐ Yes	<u> </u>	□ No	1				Li Ong, Li Di	eet. BMC	
rev	erse of this form.			_		Side)	Part A	\$	
(3.	3314 oz.) er less.	nen-automation compatible lette go to Part B on the reverse of nen letter-size pieces (see DMN	this form.		• • • • • • • • • • • • • • • • • • • •	Postage Reverse Side)	Part B	\$	
90	to Part C on the	reverse of this form.				ž ž	Part C	\$	
For les	t bulk mailings of a then 1.0 lb. (16	all pieces (see DMM 128) weigi .0 ex.), go to Part D on the rev	hing mere than . erse of this form				*		
	Piece Rete 🗆 or ressons for Addi	Additional Postage Payment itional Postage)				No. Pieces	Rate/Piece	1 = \$ 1	
l .		iece rate effixed to each piece?	(Form 3602-PC	required)	Total Po	ostage —	-	*	
□ Ye					1011	the decrease of the			
*TI me by list e fi the The s e civi	iling with other per the mailer on behi- le for and agrees inding that the ma it the certification: submission of a far if penelty of up to eraby certify the stage claimed.	mailer certifies thet: (1) the mainsons or organizations that are in olf of or produced for smother pito pay, subject to appeals presiding is cooperative or for other binds the agent and the nonprofities, fictitious or fraudlent state \$5,000 and an additional asset all information furnished colder or Agent (Both principal an	ot authorized to irson or organiza cribed by postal casons. If this t mailer, and ther iment may result isment of twice in this form is	meil at speciel totton not authoritave and reguli form is signed to toth the nonprotein in imprisonment in imprisonment the amount fail accurate and	wilk third-class raight to mail at agreement to mail at agreement, the office mailer and the state of up to 5 years along the claimed materials.	tes at this office secial bulk third- use deficiencies a agent certifies the a agent will be list or and a fine of a be imposed (3) that this materia	; (4) this meiling less rates at the assessed on this at it is authorize ble for and agra- up to \$10,000 USC 3802).	g has not been underteken its office; and (5) it will be is mailing, whether due to ted to sign this statement, se to pay any deficiencies.) (18 USC 1001). In addition	
*Ti me by lieb is the The s civil	iling with other per the mailer on behi- le for and agrees inding that the ma it the certification: submission of a fa- il penalty of up to eraby certify the stage claimed, sture of Permit Ho	rsons or organizations that are n alf of or produced for another pro- to pay, subject to appeals pre- illing is cooperative or for other binds the agent and the nonprofi- les, fictitious or fraudulent state 85,000 and an additional asset at all information furnished of	of authorized to prison or organiza- prison by postal reasons. (If this it mailer, and ther ment may result sement of twice on this form is dispert are lieble	meil at special train not surhor trion not surhor laws and regul form is signed by both the nonport to imprisonment the amount fail securate and le for any posta	uilk third-cleas razed to meil at a zed to meil at a stitiona, any rever y an agent, the offit meiler and th nt of up to 5 yea sely claimed mei truthful, and th ge deficiency inc	tes at this office secial bulk third- use deficiencies a sgent certifies th a sgent will be lie re and a fine of by be imposed (31 hat this materia curred)	; (4) this melikny lease rates at the assessed on this at it is authorizable for and agree up to \$10,000 USC 3802).	g has not been undertaken is office; and (5) it will be is mailing, whether due to set to sign this statement, se to pay any deficiencies. It B USC 1001). In additional set to set to the rates of the rates of Talephone Number	
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*TI me by lieb e fi the The s e civi I th po Signa Single	iling with other per the meiler on behi- the for and agrees inding that the ma it the certification: submission of a fa- al penalty of up to greaby certify the stage claimed. iture of Permit Ho a Piece	rsons or organizations that are in olf of or produced for another pi to pay. Subject to appeals pres- iking is cooperative or for other binds the agent and the nonprofi fas, fictitious or fraudulent state 85,000 and an additional sesser at all information furnished of idder or Agent (Both principal an	of authorized to preson or organization of preson or organization of presonal and the ment may result sement of twice on this form is disport are liable Are the figure	meit at speciel to triton not surton; laws and reguli form is signed to a both the nonport to in imprisonment the amount fait accurate and le for any posta- se at left adjust	uilk third-cleas razed to meil at a zed to meil at a stitiona, any rever y an agent, the offit meiler and th nt of up to 5 yea sely claimed mei truthful, and th ge deficiency inc	tes at this office secial bulk third- use deficiencies a sgent certifies th a sgent will be lie re and a fine of by be imposed (31 hat this materia curred)	; (4) this melikny lease rates at the assessed on this at it is authorizable for and agree up to \$10,000 USC 3802).	g has not been undertaken is office; and (5) it will be is mailing, whether due to set to sign this statement, se to pay any deficiencies. It B USC 1001). In additional set to set to the rates of the rates of Talephone Number	
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			Post	age Comput	ation — I	Bulk Rates				
intry Discount If Any)	Presort/ Automation Discounts	Net - Rate	Count (Pcs/Lbs)	Charge	Entry Discount (If Any)	Presort/ Automation Discounts	Net Rete	Count (Pcs/Lbs)		Charge
Lutomet	ion-Compatible Le	nter (Dil	AM 520)			omation Compati . (3.3314 oz.) or				
None	Seturation W/S		pcs. =		None	Saturation W/S		pc		
	Carrier Route		pcs. =			Carrier Route		pc		
		.081 ×_	pcs. =	• •	i	3/5-Digit Presort	.098 ×	pc	s. = \$	
	3-Digit Barcoded		pcs. =		1	Basic	.111 ×_	pc	s. = \$ <u> </u>	
	3/5-Digit ZIP + 4	.094 × _	pcs. •	:	1					
	Basic Barcoded	.094 ×_	pcs		1					
	Basic ZIP + 4	.104 ×_	pcs. =	• •	1					
	Basic	.111 ×_	pcs. •	· •	1					
BMC	Seturation W/S	.059 × _	pcs. •	• •	BMC	Saturation W/S	.059 ×	pc	s. = \$	
Entry	Cerrier Route	.062 × _	pcs	· •	Entry	Cerrier Route		pc		
	5-Digit Barcoded		pcs. =			3/5-Digit Presort		pc		
	3-Digit Bercoded		pcs. =		1	Besic	.099 × .	рс	s. = +	
			pcs. •		1					
	Basic Barcoded	.082 × _	pcs. «	• •	1					
	Basic ZiP + 4	.092 ×_	pcs. •	• • •	1					
	Basic		pcs•		1					
SCF	Saturation W/S		pcs. •			Saturation W/S		pc		
Entry	Carrier Route		pcs. •		Entry	Carrier Route		pc		
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		.077 ×	pcs	: : <u> </u>		04310	.004 ^.		• • • —	
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	Basic Barcoded		pcs. ·							
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				-	' i					
DOU Entry	Saturation W/S Carrier Route		pcs. :		DOU Emry	Saturation W/S Carrier Route		P		
	Part A (Carry to free		·	•	All Mail	- More than .20	82 lb . (3		*_	
	r2082 lb. (3.)				4	than 1.0 lb. (16	-			
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					l	3/5-Digit Presort plus		<u> </u>		
					l	Besic		1b	~ - 4	
					1	plus	.341 ×		s. = s_	
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					1	plus	.283 x	P	CS. = \$ _ Hs. = \$ _	
					1	Basic	.064 ×			
						plus	.283 ×		n. = \$_	
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	3/5-Digit Presort		pcs.		-	Carrier Route		<u>P</u>		
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						plus				
					1	Basic	.054 ×	P	cs. = \$_	
					1	plus	.2 6 0 ×	R	ж. = \$ _	
DOU	Saturation W/S		pcs.		_ 000	Saturation W/S	.002 ×	P	cs. = \$_	
Entry	Carrier Route	.058 ×	pcs.	- •	_ Entry	plus Carrier Routs				
					1	plus				
					1					



UNIT 5: STATEMENT OF MAILING WITH METER OR PRECANCELED POSTAGE AFFIXED BULK THIRD-CLASS MAIL (REGULAR OR NONPROFIT RATES)

Vocabulary:	bulk	affix	precanceled

GETTING READY

Read the following statements and check YES or NO.

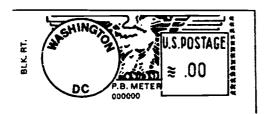
1. This form is for mailings without indicia.

2. This form is for nonprofit organizations or for-profit companies.

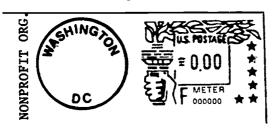
3. Ace Mailing needs to affix 29¢ stamps on the mailings using this form.

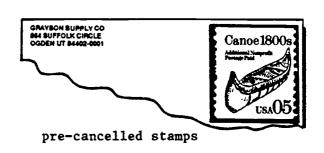
4. Ace Mailing has a permit to meter mailings using this form. It's authorized to meter postage.

5. Because Ace Mailing is authorized to affix meter postage for bulk third-class mail, Ace Mailing is the Permit Holder.



Meter Stamps





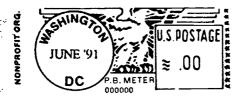


METERED POSTAGE

Example A:



Example C:



Example B:



Example D:





READING

Look at the sample postcard and form. Then read the following questions (on page 33) and circle or write the correct answers.

UNIVERSITY OF CALIFORNIA EXTENSION BUSINESS & MANAGEMENT P.O. BOX 6050 IRVINE, CA 92716-6050



Mr. David Cooper 667 Main Street Daly City, CA 94231

Dear Mr. Cooper,

We received your application for the Business Summer Program, but we need your current transcript and a copy of your résumé to process the application. Please send them to the above address by June 15, 1992.





Statement of Mailing with Meter or Precanceled Postage Affixed Bulk Third-Class Mail (Regular or Nonprofit Rates) Method of Payment Method of Payment Method of Payment Method of Payment Method of Payment Method of Payment Method of Payment Method of Payment Method of Payment

	E MF	Doto 5/21/92	Processing Categorian (DMM 128)	ory	USPS Authorize	d Mailing ID Code(s)
	GMP	Mailing Statement Seq. No.	Letters	ł		
Pe:mit No. つよ	456	लक्ष्मामु अधारमामार अस्प. तथ.	☐ Flets ☐ Machinable Pa	rcala		
Permit Holder's No		Receipt No.	☐ Irregular Parce			
& Address	942-1773		☐ Outside Parcel			
(Include ZIP Code)	sailing	No. Sacks No. Trays	No. Pallets N	lo. Other		
Ace r	16#Street	131	11			
SF, CA	94103	Weight of a Single Piece		pounde		
Authorized to use	nonprofit,retes? (DMM 625)*	Total Pieces in Mailing 575	Total Weight of I	Mailing	Sacking Based X 125 pcs. 🗆	on 15 lbs. 🗆 Both (DMM 64
Name & Address	of Individual or Organization for	Name and Address of Mailing			Check All That	Apply (USPS Only)
Which Mailing is	Prepared	(If other than the permit hold	ier)			Santaga Daumant
University	of California Extension				☐ Plant Loade	Postage Payment d to
Business	s and Management	1			☐ Plant Verific	ed Drop Shipment to B Drop Shipment to
P.D. RAY	6050				BMAU Entr	y et
Irvine. (A 927/6-6050 6 nonprofit rates? (DMM 625)*	1			☐ Orig. ☐ De	ist. A/O ZIP ist. SCF 3D ZIP
		1			Orig. De	et. BMC
XY++	No	1			├ ──¬	
reverse of this	os of non-automation compatible lette	er-size pieces (see DMM 128) (weighing	(apis	Part A	\$
.2067 lb. (3.3 reverse of this	l067 oz.) or less (or .2082 lb. (3.3314 I form.	Loz.1 or less for nonprofit), go	to Pert B on the	Postage From Reverse Side)	Part B	\$ 20. 13
(or .2082 lb. (ngs of non letter-size pieces (see DMN (3,3314 oz.) or less for nonprofit), go ngs of all pieces (see DMM 128) weig	to Part C on the reverse of the hing more than .2067 lb. (3.30	67 oz.) (or .2062	om Re	Part C	*
torm.	z.) for nonprofit) but less than 1.0 lb.	(16.0 oz.), go to Part D on the	reverse of this	No. Pieces	Part D	•
(State reasons fo	□ or Additional Postage Payment or Additional Postage)			NO. PIECES		\$
Is additional bull	k pound rate paid by permit imprint? (3602-R or N required) U Y U	Total	Postage	→	*20.73
Postage effixed	at (Check one) 🗆 Correct Rate 🗆 Lov	west Rate 🗆 Neither (DMM 66	1.3241			1 -0
*The signatur mailing with o by the mailer liable for and a finding that	at (Check one)	illing does not violate DMM 82! not authorized to mail at special erson or organization not autho scribed by poatal laws and regu	5; (2) only the mails bulk third-class rate rized to mail at spe- rizeions, any revenu- by so exect the sc	er's metter is i as et this offici ciel bulk third- e deficiencies sent certifies t	class rates at the assessed on the	i) this is not a cooperative g has not been undertaken is office; and (5) it will be to meiling, whether due to ted to sign this atetement.
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	YES	MO
 Do the mailings have permit imprints (indicia)? Are the postcards affixed with precanceled stamps? The postage is metered by Ace Mailing. Ace Mailing is the permit holder. The postcards are in sacks; 125 pieces per sack and the total weight is less than 15 lb. per sack. 		
6. How many sacks are there in total?		
7. How much does each postcard weigh? <u>Less than</u>		1b.
8. What size are the mailings?		
9. How much is it per piece?		
10. What's the total postage?		

WRITING

Read the instruction and fill out the form.

Mail 300 brochures for John Doe (see the following sample). Meter the postage of 11.1¢ on each brochure. They are in 2 P.S. bags. Each brochure is 9×12 and it weighs 8×12 out the form.

John Doe 123-1st Avenue San Francisco, CA 9	4100	HOMPROFIT ORG	23456 11 1



OF SAT ALANCE	Third-Class Mail (R	legular-or	Nonprofit	-		(eq 🗀 l	thod of Payment Meter Postage Precanceled Stamps
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reverse of this form.					•	Part A	\$
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(or .2082 lb. (3.331	non letter-size pieces (see DMN 14 oz.) or less for nonprofit), go all pieces (see DMM 128) weig	to Pert C on the	reverse of this	form.	Postage m Reverse	Part C	\$
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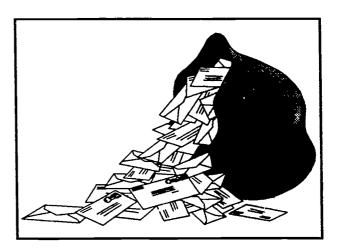
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Entry	Carrier Route	. ×	P	:8. = 1 :8. = 1		SCF Entry	Saturation W/S Carrier Route	. x		_pcs. =	•
	5-Digit Barcoded	. x	p	:s. = 1	·	Emily	3/5-Digit Presort	. x		_ pcs. =	<u>:</u>
	3-Digit Barcoded 3/5-Digit ZIP + 4		p	:s. = (1	Basic			_ pcs. =	
	3/5-Digit Presort	. x	p	s. = 1		1					
	Basic Barcoded Basic 37 + 4	. ×	P	:8. == (·——]					
	Basic	. x	×	:s. = (<u></u>						
DDU	Seturation W/S		P				_				
Entry	Carrier Route	. x	×	s. = 1		DOU Entry	Seturation W/S Cerrier Route	. ×		pcs. =	•
10131 -	Part A (Carry to				<u> </u>	All Mail -	Part B (Carry to More than .206	7 16. (3	3067 oz 1		*
Vonletter	2067 lb. (3.3 (.2082 lb. (3.3	067 oz 1314 o:	.) or less t.) or less for nor	profit)	(.2082 %) Enter the	. (3.3314 oz.) fo applicable rate a \$11.242	* ***	with how tone a	han 1.0 comput	D lb. (16.0 oz.) ed as described
Nene	Seturation W/S		po			None	Seturation W/S		_		
	Cerrier Route 3/5-Digit Presort	. ×.	×	s. = \$			Carrier Route	. x.		, pcs. =	:
	Sesic			s. = \$			3/5-Digit Presort	. ×.		pcs. =	1
****						l	Secio	. ×.		. pcs. =	•
	Seturation W/S Carrier Route	. ×.	pc	s. = \$		BMC	Saturation W/S	. ×.		pcs. =	•
,	3/5-Digit Presort	. x.	pc	s. = 8		Entry	Carrier Route 3/5-Digit Presort	. ×.		pcs. =	!
	Sesic	. ×.	pc	s. = \$			Basic Present			pcs. =	:
SCF	Saturation W/S	. ×.		1		***	O				-
Entry	Carrier Route	. х		s. = \$		SCF Entry	Saturation W/S Carrier Route	. ×.		pcs. =	
	3/5-Digit Presort Basic	. ×.		6. m \$		· · ·	3/5-Digit Presort	×		pcs. =	
		. ×.	pc	\$			Besic	. ×.		pcs. =	
_	Seturation W/S		pc			DOU	Saturation W/S	, x.		pcs. =	•
e.m.y	Carrier Route	. ×.	рс	s. = \$			Carrier Route			pcs. =	
					:						
								_	_		



REVIEW

Summarize the differences among the three forms:

- 1. Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)
- 2. Statement of Mailing with Permit Imprints Third-Class Mail (Regular Rates Only)
- 3. Statement of Mailing with Meter or Precanceled Postage Affixed Bulk Third-Class Mail (Regular or Nonprofit Rates)





ACE MAILING TEACHERS' NOTES MODULE 5

LISTENING SCRIPT AND ANSWER KEY



UNIT 1

MATCHING -- p.2

1. a 4. d 2. b 5. c 3. b 6. c

READING -- p.3

- 1. Letters 6. Irregular Parcels
- 2. Letters 7. Flats
- Machinable parcels
 Flats
 Machinable Parcels
- 5. Machinable Parcels 10. Letters

GETTING READY -- P.4

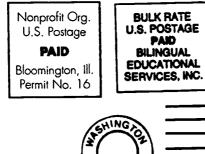
- Personal letters are first-class mail.

 Third-class mail is printed material.

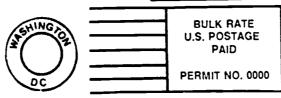
 First-class mail is faster than third-class.

 Third-class mail is heavier than first-class.

 First-class rates are higher than third-class.
- 2. 1) Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)--PS Form 3602-N
 - 2) Statement of Mailing with Permit Imprints
 Third-Class Mail (Regular Rates Only)--PS Form 3602-R
 - 3) Statement of Mailing with Meter or Precanceled Postage Affixed Bulk Third-Class Mail (Regular or Nonprofit Rates)--PS Form 3602-PC
- 3. A minimum of 200 pieces or 50 pounds.
- 4. Yes
- 5. See samples:



BULK RATE U.S. POSTAGE PAID CHICAGO. IL PERMIT NO.0000





UNIT 2

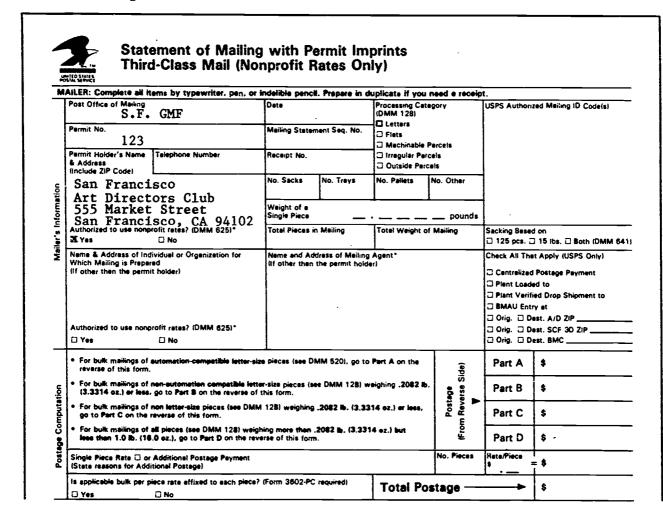
READING -- p.8

1. S.F. Museum of Modern Art Oriental Gallery Fort Mason Building A 2. 4321 3. True

4. Yes

S.F. CA 94123

WRITING -- p.9



READING -- p.10

- 1. May 1, 1992
- 2. a) Letters
 - b) 575
 - c) Yes
 - d) 3

- 3. No
- 4. Ace Mailing 2757 16th Street San Francisco, CA 94103

e) 125 pieces (or more, but no more than 15 lb. per sack)



Um140 5141[5
POLYAL MENOR

Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

MA	HLER: Complete all items by typewriter, pen, or i	ndelible penci	i. Prepare in du	plicate if you n	eed a receipt		- 4 A4-11 1D C - d-1-1
	Poet Office of Mailing S.F. GMF Permit No. 16531	Dete 5/19/ Mailing States	92	Processing Ceter (DMM 128) ☐ Letters ☐ Flate ☐ Machinable P	Socia	USPS Authoriz	ed Meiling ID Code(s)
I	Permit Holder's Name Telephone Number & Address	Receipt No.		☐ Irregular Parc			
٤	Sierra Club 730 Polk Street	No. Sacks	No. Trays	No. Pellets	No. Other		
format	San Francisco, CA 94109	Weight of e Single Piece			pounds		
Mailer's information	Authorized to use nonprofit rates? (DMM 625)*	Total Pieces	•	Total Weight of	Mailing		15 lbs. 3 Both (DMM 641)
Mail	Name & Address of Individual or Organization for Which Mailing is Prepared . (If other than the permit holder) Authorized to use nonprofit rates? (DMM 625)*	other than Ace 2757	dress of Meiling the permit hold Mailing 7 16th S Francis	er)	410	☐ Centralized☐ Plant Load ☐ Plant Verifi☐ BMAU Ent ☐ Orig. ☐ D ☐ Orig. ☐ D	ied Drop Shipment to
_	Yes	ize pieces (see (DMM 520). go to	Part A on the	ê	Part A	\$
, Eo	For bulk mailings of non-automation competible let (3.3314 oz.) or less, go to Part B on the reverse of	ter-size pieces (f chis form.	see DMM 128) v	veighing .2082 16	Postage Reverse Side)	Part B	\$
Computation	For bulk mailings of non letter-size pieces (see DMI go to Part C on the reverse of this form.				Pos (From Rev	Part C	\$
	For bulk mailings of all pieces (see DMM 128) weil less than 1.0 lb. (16.0 ez.), go to Part D on the re	ghing more than verse of this fo	.2082 lb. (3.33 rm.	14 oz.) but		Part D	\$ -
Postage	Single Piece Rate Or Additional Postage Payment (State reasons for Additional Postage)				No. Pieces	Rete/Piece \$	<u>-</u> \$
	is applicable bulk per piece rate effixed to each piece	? (Form 3602-F	°C required)	Total Po	stage —		\$

LIS WING -- p.12

- T: We need to mail these bags today.
- L: Are they letters?
- T: No, they are 8.5" x 4.5" brochures for St. Francis Memorial Hospital.
- L: Are they nonprofit?
- T: Yeah. They are authorized to use nonprofit rates.
- L: What's their permit number?
- T: 5608.
- L: And their address?
- T: 900 Hyde Street, San Francisco, 94102
- L: Could you spell the street?
- T: H-Y-D-E.
- L: How many pieces are there in total? T: 575 in 3 bags.
- This is the PS form. Could you check? L: OK.
- Thanks. T: Sure.





Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

- 1	Post Office of Mailing	.F. GMF	Current date		egory	USPS Author	rized Mailing ID Code(s)
	Permit No. 50	608	Mailing Statement Seq. No.	- □ Letters ∰ Flats			
	Permit Holder's Name	Telephone Number	Tanada Na	☐ Machinable F			
	& Address (include ZIP Code)		Receipt No.	☐ Irregular Parc			
	St. Francis Hospital		No. Sacks No. Trays	No. Pallets	No. Other		
	900 Hyde Si San Francis	sco. CA 94102	Weight of a Single Piece		pounds		
	Authorized to use nonpo	ofit rates? (DMM 625)* 디 No	Total Pieces in Mailing 575	Total Weight of	Mailing	Sacking Base 125 pcs.	nd on
	Name & Address of Indi Which Mailing is Prepare (If other than the permit	ividual or Organization for ed t holder)	Name and Address of Mailing (If other than the permit hold	Agent*		Check All Th	at Apply (USPS Only)
ł	The state of the parties		Ace Mailing				d Postage Payment
ı			2757 16th St			☐ Plant Load	led to fied Drop Shipment to
Ì					••	3 BMAU Ent	
ı	Authorized to use nonpr	rafita. (Dada daria	San Francisc	o, CA 94	10	□ Orig. □ 0	lest. A/D ZIP
_	□ Yes	□ No					est. SCF 3D ZIP
	isverse of this form.	urtometien-competible letter-size			(de)	Part A	\$
	(3.331+ W2.) Br 1885,	on-automation compatible letter go to Part B on the reverse of t	his form.		Postage Reverse Side)	Part B	\$
	go to race on the re	on letter-size pieces (see DMM everse of this form, Il pieces (see DMM 128) weight			Pos Rev	Part C	\$
	(15,1 days area (15,1	U ez.), go to Part D on the reve	rse of this form.	4 oz.) but	From	Part D	\$
	Single Piece Rate or I (State reasons for Additi	Additional Postage Payment ional Postage)			No. Pieces	Rate/Piece \$	= \$
ŧ							
	□ Yes	ice rete effixed to each piece? ([] No		Total Pos			\$
	The signature of a m mailing with other peri by the mailer on behalf liable for and agrees. The finding that the mail	No lailer certifies that: (1) the mailie tons or organizations that are not folior produced for another pero pay, subject to appeals prescring is connectative or for other.	ng does not violate DMM 625; t authorized to mail at special bi son or organization not authoriz ibed by postal lews and regular	(2) only the maile lik third-class rate ed to mail at spec ions, any revenue	r's matter is be s et this office; iel bulk third-cli deficiencies e	(4) this meiling ess retes at th ssessed on thi	I) this is not a cooperative g has not been undertaken is office; and (5) it will be s mailing, whether due to
	The signature of a m mailing with other peri by the meiler on behal- liable for and agrees to a finding that the mail that the cartrification by The submission of a fals	□ No aller certifies that: (1) the maile lons or organizations that are no of or produced for another perso o pay, subject to appeals prescring is cooperative or for other ra- minds the agent and the nonprofit of e. fictitious or fraudulant pressure.	ng does not violate DMM 625; t authorized to mail at special bits son or organization not authoriz ibed by postal lews and regular asons. If this form is signed by mailer, and that both the nonpro-	(2) only the maile lik third-class rate ed to mail at spec ions, any revenue an agent, the ag int mailer and the s	r's matter is be s at this office; ciel bulk third-cle deficiencies e ent certifies the igent will be lieb	(4) this meilings retes at the seesed on this tit is authorizate for and agreement	I) this is not a cooperative g has not been undertaken is office; and (5) it will be a mailing, whether due to ad to sign this statement, a to pay any deficiencies.)
	The signature of a m mailing with other peri by the meiler on behaliable for and agrees to a finding that the cartrification by the submission of a false civil penalty of up to 8. I hereby certify that	No mailer certifies that: (1) the maile tons or organizations that are not of of or produced for enother period to pay, subject to appeals prescring is cooperative or for other rands the agent and the nonprofit or	ng does not violate DMM 625; it authorized to mail et special bi son or organization not authoris ibed by postal lews and regular asons. Ilf this form is signed by mailer, and that both the nonpro- tent may result in imprisonment ment of twice the amount false	(2) only the maile alk third-class rete ed to meil at spec ions, any revenue an agent, the ag- int mailer and the a of up to 5 years by claimed may b	r's matter is be s at this office; iel bulk third-cli deficiencies ei ent certifies the igent will be lieb and a fine of ui e imposed (31	(4) this meiling the sessed on this sessed on this it is authorized for and agree to \$10,000 USC 3802).) this is not a cooperative glass not been undertaken is office; and (5) it will be s meiling, whether due to ed to sign this statement, e to pay any deficiencies.) (18 USC 1001). In addition
	The signature of a m mailing with other peri by the meiler on behalfiable for and agrees to a finding that the mailing that the cartrication by the submission of a false civil penalty of up to 8 a hereby certify that postage claimed.	No islier certifies that: (1) the mailie tons or organizations that are not of of or produced for enother period of the produced for enother periods in the produced for other rands the agent and the nonprofit of the fictitious or fraudulent stetem 15,000 and an additional essess	ng does not violate DMM 625: t authorized to mail et special bis son or organization not authoriz ibed by postal lews and regular asons. If this form is signed by mailer, and that both the nonpro- ment may result in imprisonment ment of twice the amount false this form is accurate and to	(2) only the maile (2) only the maile (4) third-class rate ed to mail at spec ions, any revenue an agent, the ag- int mailer and the a cof up to 5 years by claimed may b uuthful, and that	r's matter is be set this office; iel bulk third-cle deficiencies elent certifies tel ent certifies tel ent define of ul e imposed (31 t this material	(4) this meiling the sessed on this sessed on this it is authorized for and agree to \$10,000 USC 3802).) this is not a cooperative glass not been undertaken is office; and (5) it will be s meiling, whether due to ed to sign this statement, e to pay any deficiencies.) (18 USC 1001). In addition
	The signature of a m mailing with other peri by the meiler on behalfiable for and agrees to a finding that the mailing that the cartrication by the submission of a false civil penalty of up to 8 a hereby certify that postage claimed.	□ No aller certifies thet: (1) the malifies to organizations that are no of of or produced for enother perion pay, subject to appeals prescring is cooperative or for other remains the agent and the nonprofit re. fictitious or fraudulent stetem 5,000 and an additional essess all information furnished on the or Apent (Both principal and	ng does not violate DMM 625: t authorized to mail et special bis son or organization not authoriz ibed by postal lews and regular asons. If this form is signed by mailer, and that both the nonpro- ment may result in imprisonment ment of twice the amount false this form is accurate and to	(2) only the maile lik third-class rate ed to mail at specions, any revenue an agent, the agint mailer and the at of up to 5 years by claimed may buthful, and that a deficiency incurs	or's matter is be set this office; iel bulk third-cli deficiencies are ent certifies the opent will be liab and a fine of u e imposed (31 t this material	(4) this meikin, sess rates at the sesse act on this sessed on this it it is authorizele for and agre p to \$10,000 USC 3802), presented q) this is not a cooperative glass not been undertaken is office; and (5) it will be a mailing, whether due to ed to sign this statement, e to pay any deficiencies.) (18 USC 1001). In addition uslifies for the rates of
	The signature of a m mailing with other person by the mailer on behalf liable for and agrees to a finding that the mailing that the cartification bit that the cartification of a false civil penalty of up to 8 a civil penalty of up to 8 a civil penalty of up to 8 a civil penalty of up to 8 a false postage claimed. Signature of Permit Hold Single Piece Weight	iller certifies thet: (1) the mailie tons or organizations that are no of of or produced for enother perion pay, subject to appeals prescring is cooperative or for other remains the agent and the nonprofit re. fictitious or fraudulent stetem 5,000 and an additional essess all information furnished on the or Apent (Both principal and	ng does not violate DMM 625: t authorized to mail et special bis son or organization not authoriz ibed by postal lews and regular asons. If this form is signed by mailer, and that both the nonpro- tent may result in imprisonment ment of twice the amount false this form is accurate and to agent are liable for any postage	(2) only the maile lik third-class rate ed to mail at specions, any revenue an agent, the agint mailer and the at of up to 5 years by claimed may buthful, and that a deficiency incurs	or's matter is be set this office; iel bulk third-cli deficiencies are ent certifies the opent will be liab and a fine of u e imposed (31 t this material	(4) this meikin, sess rates at the sesse act on this sessed on this it it is authorizele for and agre p to \$10,000 USC 3802), presented q) this is not a cooperative glass not been undertaken is office; and (5) it will be a mailing, whether due to ed to sign this statement, e to pay any deficiencies.) (18 USC 1001). In addition ualifies for the rates of Telephone Number
	The signature of a m mailing with other person by the mailer on behalf liable for and agrees to a finding that the mailing that the cartification bit that the cartification of a false civil penalty of up to 8 a civil penalty of up to 8 a civil penalty of up to 8 a civil penalty of up to 8 a false postage claimed. Signature of Permit Hold Single Piece Weight	aller certifies thet: (1) the mailifies or organizations that are no of or produced for enother pen or pay, subject to appeals prescring is cooperative or for other remains the agent and the nonprofit re. fictitious or fraudulent statem (5,000 and an additional essess all information furnished on the or Agent (Both principal and pounds ————————————————————————————————————	ng does not violate DMM 625: t authorized to mail et special bis son or organization not authoriz ibed by postal lews and regular asons. If this form is signed by mailer, and that both the nonpro- tent may result in imprisonment ment of twice the amount false this form is accurate and to agent are liable for any postage	(2) only the maile lik third-class rate ed to mail at specions, any revenue an agent, the agint mailer and the at of up to 5 years by claimed may buthful, and that a deficiency incurs	or's matter is be set this office; iel bulk third-cli deficiencies are ent certifies the opent will be liab and a fine of u e imposed (31 t this material	(4) this meikin, sess rates at the sesse act on this sessed on this it it is authorizele for and agre p to \$10,000 USC 3802), presented q) this is not a cooperative glass not been undertaken is office; and (5) it will be a mailing, whether due to ed to sign this statement, e to pay any deficiencies.) (18 USC 1001). In addition ualifies for the rates of Telephone Number
	The signature of a m mailing with other person by the meiler on behalf liable for and agrees to a finding that the mailing that the certification by the submission of a false civil penalty of up to 8 I hereby certify that postage claimed. Signature of Permit Hold Single Piece Weight Total Pieces	□ No aller certifies that: (1) the mailie tons or organizations that are no of or produced for another per o pay, subject to appeals prescring is cooperative or for other re indis the agent and the nonprofit if e. fictitious or fraudulent statem 15,000 and an additional assess all information furnished on er or Agent (Both principal and Total Weight Presort Verification Per-	ng does not violate DMM 625: t authorized to mail et special bis son or organization not authoriz ibed by postal lews and regular asons. If this form is signed by mailer, and that both the nonpro- tent may result in imprisonment ment of twice the amount false this form is accurate and to agent are liable for any postage	(2) only the maile lik third-class rate ed to mail at specions, any revenue an agent, the agint mailer and the at of up to 5 years by claimed may buthful, and that a deficiency incurs	or's matter is be set this office; iel bulk third-cli deficiencies are ent certifies the opent will be liab and a fine of u e imposed (31 t this material	(4) this meikin, sess rates at the sesse act on this sessed on this it it is authorizele for and agre p to \$10,000 USC 3802), presented q) this is not a cooperative glass not been undertaken is office; and (5) it will be a mailing, whether due to ed to sign this statement, e to pay any deficiencies.) (18 USC 1001). In addition ualifies for the rates of Telephone Number
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	The signature of a m mailing with other person by the meiler on behalfiable for and agrees to a finding that the mailithat the certification bithat the certification bithat the certification of a failed a civil penalty of up to 8 I hereby certify that postage claimed. Signature of Permit Hold Single Piece Weight Total Postage Check One Verif. Not Scheduled I CERTIFY that this mail	□ No alier certifies thet: (1) the malifies or organizations that ere no for organizations that ere no for organizations that ere no pay, subject to appeals prescring is cooperative or for other remote the agent and the nonprofit e. fictitious or fraudulent statem (5,000 and an additional essess all information furnished on the organization furnished on the organization furnished on the organization furnished furnished organization furnished organization furnished organizatio	ng does not violate DMM 625: t euthorized to mail et special be son or organization not euthoris son or organization not euthoris sons. If this form is signed by mailer, and that both the nonpro- tent may result in imprisonment ment of twice the amount false this form is accurate and to spent are liable for any postage Are the figures at left adjusted if "Yes" Reason Date Mailer Notified	(2) only the maile lik third-class rate ed to meil at specions, any revenue are so for up to 5 years by claimed may buthful, and that a deficiency incurs of from mailer's en	r's matter is be s et this office: iel bulk third-cl deficiencies e ent certifies e ent certifies and e fine of u e imposed (31 t this material red) Contact	(4) this meikin, sess rates at the sess rates at the sessed on this tries earthorized for and agree pro-sessed on the sessed on	b) this is not a cooperative ghas not been undertaken is office; and (5) it will be a mailing, whether due to ed to sign this statement, at to pay any deficiencies.) (18 USC 1001). In addition uslifies for the rates of Telephone Number



UNIT 2

READING -- p.16

1. B 4. C 7. D 10. D 2. B 5. D 8. C 3. B 6. D 9. C

UNIT 3

P. 17

1. Yes 3. 158 2. Yes 4. Yes

WRITING -- p.18



Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

Post Office of Mailing	ems by typewriter, pen. or i	Curren	t date)	Processing Ceteg (DMM 128) & Letters	Ory	USPS Authoriz	ed Mailing ID Code(s)	
Permit No.	158	Mailing Stater	ment Seq. No.	□ Flete □ Machinable Po				
Permit Holder's Name & Address (Include ZIP Code)	Telephone Number	Receipt No.		☐ trregular Parce ☐ Outside Parce	ls .			
S.F. Perfor	Performing Arts ary and Museum		No. Treys	No. Palleta	lo. Other			
399 Grove	Street sco, CA 94102	Single Piece			pounds			
Authorized to use non	rofit rates? (DMM 6251*	Total Pieces 57.	5	Total Weight of	Mailing			
Which Mailing is Prepa (If other than the perm Authorized to use non	Name & Address of Individual or Organization for Which Mailing is Prepared Bf other than the permit holder) Authorized to use nonprofit rates? (DMM 625)*	Ace M	dress of Mailing the permit holds ailing 16th Str rancisco	eet	103			
- For built mellines of	No automation competible letter-si	an pincen (see)	DMM 520), go to	Part A on the	-	Part A		
reverse of this form	i. I non-automation competible letter, go to Part & on the reverse of	er-size pieces (rse Side)	Part B	\$	
For bulk mailings o	f nen letter-size pieces (see DMi reverse of this form.	VI 128) weighin			Postage m Reverse	Part C	•	
For bulk mailings of less than 1.0 lb. (1	f all pieces (see DMM 128) weig 6.0 ex.), go to Part D on the re	phing more than verse of this fo	rm.	14 ez.) but	From	Part D	\$ -	
Single Piece Rate I IState reasons for Ad	or Additional Postage Payment ditional Postage)				No. Pieces	Rete/Piece \$	± \$	
1s applicable bulk per	piece rate affixed to each piece	? (Form 3602-f	C required)	Total Po	stage —		*	



	Bulk 1	ment of Mailing w Third-Class Mail (i	Regular or	Nonprofit	Rates)		Method of Payment Meter Postage Precanceled Stamps
Ī	Post Office of Making	104					USPS Authorsed MSSing 10 Code(a)
	Permit No.		Making States	nent See. No.	☐ Latters ' ☐ Flets	Parcela	
	Permit Helder's Name & Address British 29 Cartal	Telephone Humber	Recept No.	i file. Irregular Parcela Outside Parcela			
8			No. Sacha	No. Trays	No. Palleta	No. Other	
orme			Weight of a Single Place			pounds	<u>.</u>
Ē	Authorized to use none	refit rates? (DMML 8251*	Total Present	Total Present in Meding Total Weight of Making			Secting Second on 2 125 pcs. 2 15 lbs. 2 Both (DMM 641)
7	Name & Address of Ind Which Making is Proper of other than the servi-			drops of Medica the permit held			Cheek All That Apply (USPS Only)
						☐ Connected Peacage Payment ☐ Plant Leaded to ☐ Plant Verhald Drop Shipmant to ☐ DMMS 144.8 Drop Shipmant to ☐ BMMU Entry of	
		refit resec? (DAMA 625)*					One. 3 Does. A70 279

	AILER: Complete off Items	by typowritor, pon, o	indelible pend	d. Propere in d	uplicate If ye	u need a rece	yt.
	Feet Office of Making		Dete		Processing Category (DMM 128)		USPS Authorized Meiling (D Codets)
	Permit Holder's Name § Address 6 Address 6 Address 6 Address		Making State	smort Seq. No.	C Lations C Flora C Machinel	a Passala	·
			Recept No.		☐ Surregular Pa	arcels	
Ē		No. Sachs	No. Trays	No. Pallets	No Other	1 .	
ormation	ļ		Weight of a Single Proce				
			Total Proces	sh Meding	Total Waght	of Making	Sacking Boood on CJ 125 pcs. CJ 15 lbs. CJ Both (DMM 641)
ž	Name & Address of Individ- Which Mailing is Propered		Home and A Bi other than	ddrate of Making n the permit held	Agent eri		Check All That Apply (USPS (Vrty)
	of other than the permit he	Ader)					Controlated Feetage Payment Plant Leaded to
	H other than the parmit helder)		1				The same constant of
			i				The Plant Venhad Drop Shamont to

- 4	Third	ment of Mailin -Class Mail (No 	nprofit F	tates On	iy) 	Food a recei	et.
	Port No.		Date Making State		Processing Cotogory (Date 128)		USPS Authorized Making 10 Code(s)
-					☐ Machinette	hundria Parcala	
	Permit Herger's Name Telephone Number & Address Bechale 29 Code:	Tolophone Number	Receipt No.		☐ Irregular Parcells ☐ Outside Parcells		İ
£	Michiga ZIP Cade)		No. Sacks	No. Trays	No Palleto	No. Other	1
			Weight of a Single Piece			pounds	
	Authorized to use none-	efit reles? (DMM 625)*	Total Places	n Medrig	Total Words of Making		Sociang Second on 125 pcs. 15 bc. Soch (DMM: \$41)
-3	Authorized to use negretic rates? (CMM 6251* L) Yes IN No. Nome & Authorized Information or Organization for Which Making is Proposed Of other shan the parties helders. Authorized to use construct rates? (CMM 6251*			ofrees of Making the permit hold		☐ Controlland Passage Phymont. ☐ Plant Loaded to ☐ Plant Venilue Drep Shament. ☐ SMAU Shay at ☐ One. ☐ Deet ArQ ZP	
	Authorized to use note	rafft rates? @MM 625)*					☐ Ong. ☐ Does, SCF 3D 2P



CENTS (¢) AND DOLLARS (\$) -- p.20

```
1. 200¢ 6. 29¢
2. 50¢ 7. 11.1¢
3. 8¢ 8. 13.2¢
4. 10.1¢ 9. 14.6¢
5. 19.8¢ 10. 6.3¢
```

HOW MUCH -- p.20

```
1. $25
2. $24.5
3. $16.2
4. $113.85
5. $349.5
6. $94
```

```
7. $0.165 x 650 = $107.25
8. $0.063 x 3000 = $189
9. 10.9¢ = $0.109
```

 $\$0.109 \times 575 = \$62.67(5)$ 10. 9.40 = \$0.094 $\$0.094 \times 250 = \23.5

READING -- p.21

1.	Yes	5.	575
2.	No	6.	\$63.83
3.	No	7.	Yes
	60 111		

4. \$0.111

READING -- p.23

a. The rates are different.b. Form 3, Part C is different.

READING -- p.22

(see next page)

-	Reat Cities	mplete all Items b	y typewrit	er, pen, or	indelible per	ocil. Prepare in c	fuplicate if you	need a recei			
1	Total Office	S.F.			Dete 5/25/		Processing Ca (DMM 129)	tegory	USPS Autho	prized Mailing ID Codet	
	Permit No.		<u> </u>			ement Seq. No.	□ Lettere				
	Permit Hol	1234 der's Name Teleph	none Numba		Panalas II		☐ Marhinable				
i	& Address finclude ZI	P Code)		·	Receipt No.		☐ Irragular Par				
CONDUCTOR SECURITION OF THE CONTRACTOR OF THE CO	DeYo	ung Museu	m		No. Sacks	No. Trays	No. Pallets	No. Other	1		
	4321	Park Roa	d		Weight of a		<u> </u>	<u></u>	1		
	Authorized	Francisco to use nonprofit ret	, CA	94111	Single Piece		·	pounds	Sacking Based on 12 125 pcs. 15 lbs. Both (DM Check All That Apply (USPS Only)		
	E Yes	□ No			Total Preces 250	in Mailing	Total Weight o	f Mailing			
	AAINCU MISH	dress of Individual (ion for	Name and A	ddress of Mailing n the permit holds	Agent*				
	ar other th	on the permit holder)		1 .		11)		☐ Centralized Postage Payment		
						Mailing 16th St	raat		☐ Plant Loss	ded to fied Drep Shipment to	
1						Francisc		4103	☐ BMAU Entry at ☐ Orig. ☐ Deat. A/O ZIP		
١		to use nonprofit rati	44 MARIE (44		\$		·, · /-				
	☐ Yes			25)*	İ				□ One. □ D	Pest. A/O ZIP	
┪	□ Yes	□ No							Orig. 🗆 🗈	Pest. A/O ZIP Pest. SCF 3D ZIP Pest. BMC	
	Entry Discount (If Any)	Present/	Net	Count			Part A on the		Orig. 🗆 🗈	lest. SCF 3D ZIP	
	Entry Discount (If Any)	Presort/ L Automation Discounts	Net Rete					Side)	□ Orig. □ C	Pest. SCF 3D ZIP	
	Entry Discount (If Any)	Presort/	Net . Rete	Count		Charge	Part A on the	Postege Reverse Side)	Part A	lest. SCF 3D ZIP	
	Entry Discount (If Any)	Presort/ Automation Discounts tomation Compatible (3.3314 oz.) of	Net Rete	Count (Pcs/Lbs)	pcs. = s	Charge	Part A on the righing .2682 tb.	Postege Reverse Side)	Orig. Orig.	\$ \$ 24.50	
	Entry Discount (If Any) Non-Au .2082 f	Present/ Automation Discounts tomation Compation (3.3314 oz.) or	Net Rete ible Letter riess .071 ×	Count (Pcs/Lbs)	pcs. = \$ _ pcs. = \$4	Charge	Part A on the ighing .2682 tb.	Postage (From Reverse Side)	Part A Part B Part C Part D	lest. SCF 3D ZIP	
	Entry Discount (If Any) Non-Au .2082 f	Presort/ Automation Discounts tomation Compation. (3.3314 oz.) or Saturation WC Cerrier Routs 3/5-Digit Presort	Net Rete	Count (Pcs/Lbs)	pcs. = \$ _pcs. = \$ _pcs. = \$ _pcs. = \$	Charge	Part A on the ighing .2682 tb.	Postege Reverse Side)	Part A Part B Part C Part D Rete/Piece	\$ \$ 24.50	
**************************************	Entry Discount (If Any) Non-Au .2082 f	Presort/ Automation Discounts tomation Compation. (3.3314 oz.) or Saturation WC Cerrier Routs 3/5-Digit Presort	Net Rete ible Letter riess .071 ×	Count (Pcs/Lbs)	pcs. = \$ _ pcs. = \$4	Charge	Part A on the ighing .2682 tb.	No. Postage Process Side)	Part A Part B Part C Part D Rete/Piece	\$ \$ 24.50	
	Entry Discount (If Any) Non-Au .2082 t	Present/ Automation Discounts tomation Compatible (3.3314 oz.) or Saturation W/S Cerrier Route 3/5-Digit Present Sesic	Net . Rete	Count (Pcs/Lbs)	pcs. = \$ _ pcs. = \$ _ pcs. = \$	Charge	Part A on the ighing .2G82 fb. 4 ez.) or lose, 3 ex.) but	No. Postage Postage From Reverse Side)	Part A Part B Part C Part D Rete/Piece	\$ \$ 24.50	
**	Entry Discount (If Any) Non-Au .2082 f	Presort/ Automation Discounts tomation Compet b. (3.3314 oz.) or Saturation W/S Carrier Route 3/5-Digit Presort Sesic	Net Rete Rete 1016 Letter riess .071 ×	Count (Pcs/Lbs)	pcs. = \$ _ pcs. = \$ _ pcs. = \$ _ pcs. = \$	Charge	Part A on the ighing .2G82 fb. 4 ez.) or lose, 3 ex.) but	No. Postage Postage From Reverse Side)	Part A Part B Part C Part D Rete/Piece	\$ \$ 24.50	
	Entry Discount (If Any) Non-Au .2082 ! None	Presort/ Automation Discounts tomation Compet b. (3.3314 oz.) of Saturation W/S Cerrier Route 3/5-Digit Presort Sesic	Net Rete Rete Role Letter r less .071 ×	Count (Pcs/Lbs)	pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$	Charge	Part A on the ighing .2G82 fb. 4 ez.) or lose, 3 ex.) but	No. Postage Postage From Reverse Side)	Part A Part B Part C Part D Rete/Piece	\$ \$ 24.50	
	Entry Discount (If Any) Non-Au .2082 ! None	Present/ Automation Discounts tomation Compatible (3.3314 op.) of Saturation W/S Cerrier Route 3/5-Digit Present Sesic Saturation W/S Carrier Route 3/5-Digit Present Sesic	Net Rete Rete Role Letter r less .071 ×	Count (Pcs/Lbs)	pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$	Charge	Part A on the ighing .2G82 fb. 4 ez.) or lose, 3 ex.) but	No. Postage Postage From Reverse Side)	Part A Part B Part C Part D Rete/Piece	\$ \$ 24.50	
	Entry Discount (If Any) Non-Au .2082 ! None	Present/ Automation Discounts tomation Compatible (3.3314 op.) of Saturation W/S Cerrier Route 3/5-Digit Present Sesic Saturation W/S Carrier Route 3/5-Digit Present Sesic	Net Rete Rete Role Letter r less .071 ×	Count (Pcs/Lbs)	pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$ pcs. = \$	Charge	Part A on the ighing .2G82 fb. 4 ez.) or lose, 3 ex.) but	No. Postage Postage From Reverse Side)	Part A Part B Part C Part D Rete/Piece	\$ \$ 24.50	
	Entry Discount (If Any) Non-Au .2082 ! None	Presort/ Automation Discounts tomation Compet b. (3.3314 oz.) or Saturation W/S Carrier Route 3/5-Digit Presort Besic Saturation W/S Carrier Route 3/5-Digit Presort Besic	Net Rete Rete Rote Rote Rote Rote Rote Rote	Count (Pcs/Lbs)	pcs. = \$pcs. = \$pcs. = \$pcs. = \$pcs. = \$pcs. = \$pcs. = \$pcs. = \$pcs. = \$pcs. = \$	Charge	Part A on the ighing .2G82 fb. 4 ez.) or lose, 3 ex.) but	No. Postage Postage From Reverse Side)	Part A Part B Part C Part D Rete/Piece	\$ \$ 24.50	
	Entry Discount (If Any) Non-Au .2082 ! None	Presort/ Automation Discounts tomation Compet b. (3.3314 oz.) Saturation W/S Carrier Route 3/5-Digit Presort Besic Saturation W/S Carrier Route 3/5-Digit Presort Besic	Net Rete Rete	Count (Pcs/Lbs)	pcs. = \$pcs. = \$pcs. = \$pcs. = \$pcs. = \$pcs. = \$pcs. = \$pcs. = \$	Charge	Part A on the ighing .2G82 fb. 4 ez.) or lose, 3 ex.) but	No. Postage Postage From Reverse Side)	Part A Part B Part C Part D Rete/Piece	\$ \$ 24.50	

272

. 24.5

Saturation W/S Carrier Route

Total - Part B (Carry to front of form)

.049 x .052 x

DOU Entry



UNIT 4

GETTING READY -- p.25

- 1. YES 2. NO 3. YES 4. YES

WRITING -- p. 25/26

	LER: Complete all items by typewriter, pen, or in	delible pencil	. Prepare in du	plicate if you ne	ed a receipt.	icne i	ed Meiling ID Code(s)	
	ost Office of Meiling S.F. GMF	Curren	t date)	Processing Cetego (DMM 128) X Letters	ory	uara Authorizo	PO WINNING ID COURTS)	
P	Termit No.	Mailing Statem	nent Seq. No.	☐ Flats ☐ Machinable Per	rcels			
1 4	armit Holder's Name Talephone Number	Receipt No.		☐ Irregular Parcel ☐ Outside Parcel	1			
1.	John Doe	No. Sacks	No. Treys	No. Pallets N	o. Other			
	123 - 1st Avenue San Francisco, CA 94110	Weight of a Single Piece	<u> </u>	2082		1		
	Name & Address of Individual or Organization for Which Mailing is Prepared (If other than the permit holder)	Total Pieces in 575	n Mailing	Total Weight of N	Mailing	Sacking Besed on ☐ 125 pcs. ☐ 15 lbs. ☐ Both (DMM 641		
٦Į٧		Name and Address of Meiling Agent (If other than the permit holder) Ace Mailing 2757 16th Street				Check All That Apply (USPS Only) Centralized Postage Payment Plant Loaded to		
		1		th Street ncisco, (941(CA	□ BMAU Entr □ Orig. □ De □ Orig. □ De	ed Drop Shipment to y at sst. A/O ZIP sst. SCF 3D ZIP sst. BMC	
1	For bulk neilings of eutomation-compatible letter-size reverse of this form.	e pieces (see D	IMM 520), go to	Part A on the	Postage From Revarse Side)	Part A	\$	
6	• For bulk mailings of non-automation compatible lette (3.3067 ez.) or less, go to Part 8 on the reverse of	this form.				Part B	\$ 94.87	
Dutat	 For bulk mailings of non letter-size pieces (see DMM go to Part C on the reverse of this form. 	l 128) wei ghing			Postage im Revarse	Part C	\$	
Postage Computation	 For bulk mailings of all pieces (see DMM 128) weightess than 1.0 lb. (16.0 ez.), go to Part D on the review. 	hing more then arse of this for	.2067 в. (3.30 (m. 	37 oz.) but		Part D	\$	
	Single-Piece Rate or Additional Postage Payment (State reasons for Additional Postage)				No. Pieces	Rete/Prece		
- 1	Is applicable bulk per piece rate affixed to each piece?	(Form 3602-P	C required)	Total Pos	stage —		\$ 94.84	



			Po	stag	e Computa	tion — E	Bulk Rates				
try scount Any)		Net Rate	Count (Pcs/Lbs)		Charge	Entry Discount (If Any)	Presort/ Automation Discounts	Net Rate	Count (Pcs/Lbs)		Charge
utomati	ion-Compatible Le	tter (DMI	M 520)				mation-Compatit . (3.3067 oz.) of		и		
lone	Saturation W/S		Р	cs. = 4.		Nene	Saturation W/S	.124 ×		_ pcs. = \$	
40114	Carrier Route		P			1	Carrier Route 3/5-Digit Presort	.131 ×	E75	_ pcs. = \$	07. 87
	5-Digit Barcoded					i		.165 ×	3/3	_ pcs. = \$	<u> </u>
	3-Digit Sercoded	.154 ×	P	CS. = \$.		1	Basic	.198 ×		_ pcs. = +	·
	3/5-Digit ZIP + 4	.161 ×	₽	cs. = \$							
	3/5-Digit Presort Basic Bercoded	.165 ×	P	C3. * *		1					*
	Basic 21P + 4					1					
	Basic	.198 ×		CS. = \$		1					
BMC	Saturation W/S					BMC	Saturation W/S				
Entry	Carrier Route	.119 ×	;	CS. = \$		Entry	Carrier Route	.119 ×		pcs. = 1	·
	5-Digit Barcoded	.134 × _		ocs. = \$		1	3/5-Digit Presort	.153 ×		pcs. = 5	
	5-Digit Barcoded 3-Digit Barcoded	.142 × _		ocs. = \$		1	Sasic	.1 8 6 ×		pcs. = 1	·
	3/5-Digit ZIP + 4	.149 ×	·)CS, = \$		1					
	3/5-Digit Presort	.153 × _		pcs. = \$							
	Basic Sarcoded Sasic ZIP + 4					1			•		
	Basic 2IF T T					1					
						SCF	Saturation W/S	.107 >	·	pcs. =	•
SCF	Saturation W/S Carrier Route					Entry	Carrier Route	.114>	·	pcs. =	•
Entry	5-Digit Barcoded					1	3/5-Digit Presort	.148 >	·	pcs. =	*
	3-Digit Barcoded	.137 × _		pcs. = 1	·	ì	Basic	.181	٠	pcs. = .	•
	3/5.Divis 710 + 4	144 x		DCS. = 1	·	1					
	3/5-Digit Presort	.148 × _		pcs. = 1		l l					
	Basic Barcoded	.162 × _		pcs. = 1	\——						
	Basic ZIP + 4 Basic -					. i					
						DOU	Saturation W/S	.102	×	DCS. =	•
DDU Entry	Saturation W/S Carrier Routs	.102 × _		pcs. = 3		Entry	Carrier Route	.109	×	pcs. =	•
							- More than .20				
Noniett	er – ,2067 lb. (3.						s then 1.0 lb. (19				•
None	Saturation W/S	.127 × .		pcs. =	!	. None	Saturation W/S		×		
	Carrier Route					- }	Carrier Route				•
	3/5-Digit Preson				:	<u> </u>	plus	.600	×	*ibs. =	•
	OBSIC	.200 ~				1	3/5-Digit Presor	t .063	×	pcs. =	•
	•					- 1	plus	.600	×	fbs. =	:
						i	Basic	.109	×	pcs. =	:
						1	plus				
BMC	Saturation W/S	.115 ×		_ pcs. =	!	BMC	Saturation W/S		×		
Entry	Carrier Route	.130 ×		_ pcs. =	:	_ Entry	plus Carrier Routs	.542 .018	×	pcs. =	· •
	3/5-Digit Presor	1.175 ×		pcs. =	:	- 1	plus	.542	×	fbs. =	• •
	Basic	.221 X		_ pcs. *		-	3/5-Digit Preso	nt .063	×	pcs. =	• •
							plus	.542	×	lbs. =	• •
							Basic	.109	.×	pcs. =	::
							plus		×		
SCF	Saturation W/S					_ SCF	Saturation W/S		×		
Entry	Carrier Route	,125 ×		_ pcs. =	*	_ Entry	plus				
ľ		n .170 ×		_ pcs. =	:	-	Carrier Route	.018	3×	— lbs	. ,
l	Basic	.216 ×	·	_ pcs. =	*	-	3/5-Digit Presc		×		
							plus	.515	• ×	fbs. •	- *
3							Basic	109	9 ×	pcs.	: :
					•		plus		9 ×		
		105 >	·	_ pcs. =		_ 000	Saturation W/	.00	3 ×	pcs.	- •
500	Saturation W/S					Emry			6 × 8 ×		: :
BOU Entry	Saturation W/S Carrier Route	.120 >	·	pcs. =	·						
BDU Entry		.120 >		_ pcs. =		l	Carrier Route				
		.120 >	·	_ pcs. =			plus		6 ÷		





Statement of Mailing with Permit Imprints Third-Class Mail (Regular Rates Only)

L	Post Office of Mailing		Date		Processing Cat (DMM 128)	egory	USPS Authoria	red Mailing ID Code(s)	
ľ	Permit No.	GMF	+	it date)	Letters				
1	139	29	Mailing Statem	nent Seq. No.	☐ Flets				
ŀ	Permit Holder's Name	Telephone Number	Receipt No.		☐ Machinable ☐ Irregular Par				
l	& Address (Include ZIP Code)	408-375-1287	No. Sacks	No. Trevs	Outside Par	cels No. Other			
l	Gosby Hous		13	ieu. Ireys	NO. Panets	NO. Other	Ì		
۱	643 Light	house Avenue	Weight of e		2 2 2		1		
I	Pacific Gr	ove, CA 93950	Single Piece	<u> </u>	3 3 2	5 pounds			
			Total Pieces in 575	n Mailing	Total Weight of 191.1		Secking Beset 125 pcs. 5	i on 15 lbs. 🗆 Both (DMM 64	
	Name & Address of Ind Which Meiling is Proper	lividual or Organization for		cress of Mailing the permit holde			Chack All The	t Apply (USPS Only)	
	tif other than the permi		(II Other than	the permit holde	4)		□ Centralized Postage Payment □ Plant Loaded to □ Plant Verified Drop Shipment to □ BMAU Entry at		
١			Ace	Mailing					
١				16th S	treet				
1				Francis		94103	t	Ht. A/O ZIP	
İ							Orig. Do	Het. SCF 30 ZIP Het. BMC	
1	For bulk mailings of reverse of this form.	automation-compatible letter-siz	e pieces (see DI	MM 520). go to	Part A on the	3	Part A	*	
		non-automation competible lette go to Part 8 on the reverse of		ne DMM 128) w	eighing .2067 N	Postage Reverse Side)	Part B	\$	
	go to Part C on the					Pos m Rev	Part C	*	
	less then 1.0 lb. (16	all pieces (see DMM 128) weight.0 ez.), go to Part D on the revi	ning more than . Price of this form	2067 lb. (3.306).	7 ez.) but	(From	Part D	\$150.93	
3	Single-Piece Rate 🗆 or (State reasons for Add	Additional Postage Payment itional Postage)				No. Pieces	Rate/Piece	*	
	Is applicable bulk per p	iece rate affixed to each piece?	(Form 3602-PC	required)	Total Po	stage —		\$ _{150.93}	
	assessed on this mai	siler cartifies that it will be lieble f ling, If this form is signed by an oth the mailer and the agent wi	agent, the agent	certifies that it	is authorized to	aign this statem			
	The submission of a fa	lee, fictitious or fraudulent state	ment may result	in imprisonmen	t of up to 5 year	re and a fine of u	up to \$10,000	(16 USC 1001). In addition	
5	e civil penalty of up to	\$5,000 and an additional asses		THE BUILDING INC.		OR IMPOSED (9)	USC 3002).		
COLLINGATION	I hereby certify th	95.000 and an additional asses at all information furnished e						ualifies for the rates of	
Certification	I hereby certify the postage claimed.		n this form is	eccurate and t	ruthful, and th	et this meteric		Telephone Number	
Certification	I hereby certify the postage claimed.	at all information furnished e	n this form is	eccurate and t	ruthful, and th	et this meteric			
Certification	I hereby certify the postage claimed. Signature of Permit He	at all information furnished e	n this form is	eccurate and t	ruthful, and th	et this meteric			
Certification	I hereby certify the postage claimed. Signature of Permit He	et all information furnished e ider or Agent (Both principal an	n this form is a spent are liable.	e for any postag	ruthful, and the	urred)	al presented q		
Certification	I hereby certify the postage claimed. Signature of Permit He	at all information furnished e	n this form is a second are lieb! Are the figure	e for any postag	ruthful, and the	urred)	al presented q	Telephone Number	
Certificat	I hereby certify the postage claimed. Signature of Permit He Single Piece Weight	et all information furnished e ider or Agent (Both principal and	n this form is a spent are liable.	e for any postag	ruthful, and the	urred)	al presented q	Telephone Number	
Certificat	I hereby certify the postage cloimed. Signature of Permit Ho Single Piece Weight Total Pieces Total Poetage Check One	et all information furnished e ider or Agent (Both principal and	n this form is a spent are liable.	accurate and to e for any postag as at left adjuste son	ruthful, and the	urred)	al presented q	Telephone Number	
Certificat	I hereby certify the postage claimed. Signature of Permit Ho Single Piece Weight Total Pieces Check One Verif. Not Schedule I CERTIFY that this m	at all information furnished e ider or Agent (Both principal and der or Agent (Both principal and pound) Total Weight Presort Verification Per-	Are the figure Are the figure If "Yes" Rea	e for any poetag s at left adjuste son lotified	ruthful, and the deficiency inc	entries? Contact Lairned; 2) propo	□ Yes i	Telephone Number	
USYS USE ONLY	I hereby certify the postage claimed. Signature of Permit Ho Single Piece Weight Total Pieces Check One Verif. Not Schedule I CERTIFY that this m	et all Information furnished e ider or Agent (Both principal an pound) Total Weight Presort Verification Per- d Oformed as Scheduled halling has been inspected consquired); 3) proper completion	Are the figure Are the figure If "Yes" Rea	e for any poetag s at left adjuste son lotified	ruthful, and the deficiency inc	entries? Contact Lairned; 2) propo	□ Yes i	Telephone Number J No By (Initials) Round Stamp (Required)	



			Po	sta	ge Computa	tion - I	Bulk Rates		-	
ntry	Presort/					Entry	Presort/	_		
Discount (f Any)	Automation Discounts	Net :	Count (Pcs/Lbs)		Charge	Discount (If Any)	Autometion Discounts	Net Rats	Count (Pcs/Lbs)	Charge
Automet	tion-Competible L	atter (DM	AM 520)				mation-Compatil . (3.3067 oz.) or		f	
None	Saturation W/S	.124 ×	рс	s. = 1	•	· None	Saturation W/S	.124 ×_	pcs. =	•
	Carrier Route	.131 ×	pc	\$. = :	!	l	Carrier Routs	.131 ×_	pcs. =	
	3-Digit Barcoded	.146 ×	pc	s. = :	!	ŀ	3/5-Digit Presort	.165 x _	pcs. =	: !
	3/5-Digit ZIP + 4	.161 × _	pc	a :		Į.	BASIC	. 198 × _	pcs. •	· • ———
	3/5-Digit Presort	.165 ×_	pc	8		i .				
	Basic Barcoded		pc			i				
	Basic ZIP + 4 Basic		pc							
						1				
BMC Entry	Saturation W/S Carrier Routs		pc			BMC	Saturation W/S	.112 ×_	pcs. •	' !
L y	5-Digit Barcoded	.134 x	pc			Entry	Carrier Route 3/5-Digit Presort	.119 X_	pcs. =	: :
	3-Digit Barcoded	.142 × _	pc	8. =	•	1	Basic		pcs	
	3/5-Digit ZIP + 4	.119 × _		2	•	1				
	3/5-Digit Presort Basic Barcoded	.153 × _	pc	8. =	!					
	Basic Barcoded Basic ZIP + 4	.10/ × _	pc	3. =	·——					
	Basic	.186 ×_	pc	8. m		1				
SCF	Saturation W/S		po			SCF	Saturation W/S	107 :-	peg. «	
Entry	Carrier Routs		pc			Entry	Carrier Routs	.107 X	peg. •	::
-		.129 × _	рс	8. =	•	"""		.148 ×	pcs.	
			pc			1	Basic	.181 ×.	pcs.	· i
	3/5-Digit ZIP + 4	.144 × _	pc	8. =	!					
	3/5-Digit Presort Basic Barcoded	.148 × _	pc	8. =	:	1				
	Basic ZIP + 4	.172 x		:a. =		1				
	Basic	.181 x_	pc	8. =	-	1				
DDU	Saturation W/S	102 x	pc		•	uga	Saturation W/S	102 -	pcs	
Entry	Carrier Routs	.109 × _		:a. =		Entry	Carrier Routs		pcs	
Voniette	or – ,2067 lb . (3.3	1067 oz.) or Less				- More than .200 than 1.0 lb, (16,		.3067 oz.)	
None	Saturation W/S		po	:a. =	•	None	Saturation W/S		pcs	. 4
-	Carrier Routs	.142 × _	P	3	•		plus	.600 x	lbs. •	
					•——		Carrier Routs	.019 ×	pcs.	
	Basic	.233 × _	P	:s. =.	•——	İ	plus	.600 ×.	575 pcs.	
						1	3/5-Digit Presort plus	.063 × .	575 pcs.	:
						Į.	Basic		pcs.	
						1	plus .		ibs	
BAAC	Saturation W/S	.115 ×_	p	:s. =	•	BMC	Saturation W/S	.003 ×	pcs. ·	· •
	Carrier Routs	.130 x _	pc	:s. =	•	Entry	plus	.542 ×	Rbs. ·	• •
Entry		.175 × _	P	:8, =	!]	Carrier Routs		pcs. ·	
	3/5-Digit Presort			CS	•	1	plus	.542 ×		
	3/5-Digit Presort Besic	.44 ^_	P					.∪os×,	pcs. ·	
	3/5-Digit Presort Besic	.441^_	P				3/5-Digit Presort			
	3/5-Digit Presort Besic	.441 ^_	P	_			3/5-Digit Presort plus Basic	.542 ×	lbs	
	3/5-Digit Presort Besic	.221 ^_	P	-			plus	.542 × . .109 × .	lbs. 4	• •
	3/5-Digit Presort Besic		po	- :s. =		SCF	plus Basic	.542 × . .109 × . .542 × .		
Entry	Basic Saturation W/S Carrier Routs	.110 × _ .125 × _	px	cs. =	:	SCF Entry	plus Besic plus Saturation W/S plus	.542 x .109 x .542 x .003 x .519 x		
Entry	Saturation W/S Carrier Routs 3/5-Digit Present	.110 × _ .125 × _ .170 × _	pr	CS. = CS. =			plus Basic plus Saturation W/S plus Carrier Routs	.542 x .109 x .542 x .003 x .519 x .019 x		
Entry	Basic Saturation W/S Carrier Routs	.110 × _ .125 × _ .170 × _	px	CS. = CS. =			plus Besic plus Saturation W/S plus Carrier Routs plus	.542 x .109 x .542 x .003 x .519 x .019 x .519 x		
Entry	Saturation W/S Carrier Routs 3/5-Digit Present	.110 × _ .125 × _ .170 × _	pr	CS. = CS. =			plus Basic plus Saturation W/S plus Carrier Routs plus 3/5-Digit Presort	.542 x .109 x .542 x .003 x .519 x .019 x .519 x .063 x		
Entry	Saturation W/S Carrier Routs 3/5-Digit Present	.110 × _ .125 × _ .170 × _	pr	CS. = CS. =			plus Besic plus Saturation W/S plus Carrier Routs plus	.542 x .109 x .542 x .003 x .519 x .019 x .519 x .063 x .519 x		
Entry	Saturation W/S Carrier Routs 3/5-Digit Present	.110 × _ .125 × _ .170 × _	pr	CS. = CS. =			plus Basic plus Saturation W/S plus Carrier Routs plus 3/5-Dight Presort plus	.542 x .109 x .542 x .003 x .519 x .019 x .519 x .063 x .518 x .109 x		
9CF Entry	Saturation W/S Carrier Routa 3/5-Digit Presort Basic Saturation W/S	.110 × _ .125 × _ .170 × _ .216 × _		CS. = CS. = CS. =			plus Basic plus Saturation W/S plus Carrier Routs plus 3/5-Dight Preson plus Basic	.542 x .109 x .542 x .003 x .519 x .019 x .519 x .063 x .519 x .109 x		\$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ -
9CF Entry	Saturation W/S Carrier Routs 3/5-Digit Presort Basic	.110 × _ .125 × _ .170 × _ .216 × _		CS. = CS. = CS. =		Entry	plus Basic plus Saturation W/S plus Carrier Routs plus 3/5-Dight Presont plus Basic plus Saturation W/S plus	.542 x .109 x .542 x .003 x .519 x .019 x .519 x .063 x .519 x .109 x .519 x		
9CF Entry	Saturation W/S Carrier Routa 3/5-Digit Presort Basic Saturation W/S	.110 × _ .125 × _ .170 × _ .216 × _		CS. = CS. = CS. =		Entry	plus Basic plus Saturation W/S plus Carrier Routs plus 3/5-Digit Presort plus Basic plus Saturation W/S plus Cerrier Routs	.542 x .109 x .542 x .003 x .519 x .019 x .519 x .063 x .519 x .519 x .519 x .519 x .519 x		
9CF Entry	Saturation W/S Carrier Routa 3/5-Digit Presort Basic Saturation W/S	.110 × _ .125 × _ .170 × _ .216 × _		CS. = CS. = CS. =		Entry	plus Basic plus Saturation W/S plus Carrier Routs plus 3/5-Dight Presont plus Basic plus Saturation W/S plus	.542 x .109 x .542 x .003 x .519 x .019 x .519 x .063 x .519 x .519 x .519 x .519 x .519 x		





Statement of Mailing with Permit Imprints Third-Class Mail (Nonprofit Rates Only)

	S.1	F. GMF	1'	it date)	Processing Catego (DMM 128) (XLetters			d Mailing ID Codels)	
Permit N	No. 390)1	Mailing Statem	oeg. 140.	☐ Flets ☐ Machinable Par	rcels			
	Holder's Name	Telephone Number	Receipt No.		☐ Irregular Parcel ☐ Outside Parcel	is			
& Addre	ess ZIP Code)		No Conti	No. Trays		io. Other	ļ		
St.	Luke's	Methodist	No. Sacks						
200	Seymout	r Aveune	Weight of a Single Piece	<u>0</u> _	<u>650</u>	2 pounds	L		
St.	Michae	15, MI) 21003	Total Pieces i	in Mailing	Total Weight of			15 lbs. 🗆 Soth (DMM: 64	
M Yes		□ No	Name and Ad	dress of Mailing	Agent*			t Apply (USPS Only)	
Name (& Address of Ind Mailing is Prepar	lividual or Organization for red	18f other then	the permit holds	94)		1 .	Postage Payment	
uf other	Mailing is Prepar or then the permi	nt holder)	l A	Ace Mail	ing		☐ Plant Loads	ed to	
İ .					h Street		☐ Plent Verified Drop Shipment to		
1					cisco, C		☐ BMAU Entry et		
1			1		94103		Orig. D D	est. A/O ZIP	
Austra	rized to use none	profit rates? (DMM 625)*	ł		J-12-00		Oria Ch	est. SCF 3D ZIP	
□ Yes	•	□ No		D0/46 755		Τ	Part A		
1	area of this torm	automation-competible letter				Side)	Part B		
• For (3.	3334 Az.1 Gr 100	f non automation compatible is a, go to Part B on the reverse f non letter-size pieces (see Di	•••••			Postage Reverse Side)		1.	
80	to Part C on the	toverse of this form.	aiching maré that	n .2002 m. (3.31		From P	Part D	* 78.49	
	sa shan 1.0 lb. (1	8.0 et.), go to Pert D on the		om.		No. Pieces	Rate/Piece	 	
Singi	e Piece Rete 🗆 (or Additional Postage Payment	t '			1		= \$	
Stet	te reseons for Ad	Iditional Postage) place rate affixed to each pla		PC required)	Total Po	stage —	* 78.49		
D Y	15	□ No					beine mailed.	(3) this is not a consentiv	
on the	selling with other (y the mailer on be the for and agree finding that the r het the certification submission of a	a mailer certifies that: (1) the persone or organizations that a shalf of or produced for anoth- se to pay, subject to appeals i mailing is cooperative or for of on binds the agent and the none false, fictitious or fraudulent	er person or organ prescribed by pos- ther resears. If th profit meller, and t externent may re-	violete DMM 82: to mail et special nization not suths tal laws and received form is signed that both the nani soult in imprisonm tics the amount f	5; (2) only the mail bulk third-clees re prized to mail at ap- discions, any reven I by an agent, the a profit mailer and the ment of up to 5 year pleety claimed may	iter's matter is tree at this effici needed bulk third needeficiancies agent certifies agent will be ars and a fine a y be imposed (e escessed on the title it is suther liable for and agon fup to \$10,00 (31 USC 3802).	this melling, whether due t rized to sign this statement prec to pay any deficiencies to (18 USC 1001). In additi	
on the	selling with other (y the mailer on be the for and agree finding that the r het the certification submission of a	a mailer certifies that: (1) the persone or organizations that a shalf of or produced for anoth- se to pay, subject to appeals i mailing is cooperative or for of on binds the agent and the none false, fictitious or fraudulent	er person or organ prescribed by poe- ther resears. If th profit meller, and t externent may re-	violete DMM 82: to mail et special nization not suths tal laws and received form is signed that both the nani soult in imprisonm tics the amount f	5; (2) only the mail bulk third-clees re prized to mail at ap- discions, any reven I by an agent, the a profit mailer and the ment of up to 5 year pleety claimed may	iter's matter is tree at this effici needed bulk third needeficiancies agent certifies agent will be ars and a fine a y be imposed (e escessed on the title it is suther liable for and agon fup to \$10,00 (31 USC 3802).	this melling, whether due t rized to sign this exatement prec to pay any deficiencies to (18 USC 1001). In additi	
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None S	Present/ Automation Discounts			ge Computa						
None S		Rate (P	Count cs/Lbs)	Charge	Entry Discount (If Any)	Presort/ Automation Discounts	Net Rats	Count (Pcs/Lbs)		Charge
None S						omation Compati		•r		
(n-Competible Le			· ·	1	. (3.3314 oz.) or				
	Saturation W/S Carrier Routs		pcs. = 1		None	Saturation W/S Carrier Routs				
	Carrier Routs 5-Digit Barcoded		pcs. = 1			3/5-Digit Presort	.098 ×		_ pcs. = \$ _	
	3-Digit Barcoded	.088 ×	pcs. = 1	·	l	Basic	.111 ×		_ pcs = \$	
	3/5-Digit ZIP + 4	.094 ×	pcs. = 1	·——	i	•				
	3/5-Digit Presort		pcs. =		1					
	Basic Barcoded Basic ZIP + 4	.094 ×	pcs. = :	:	1					
	Basic 217 + 4		pcs. =		!					
`					BMC	Saturation W/S	OKO -		DCS. = \$	
	Saturation W/S Carrier Routs		pcs. = pcs. =		Entry	Carrier Routs				
			pcs. #			3/5-Digit Presort	.086 ×	·	pcs. = \$.	
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			pcs. #		1					
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			pcs. =		1					
	Saturation W/S	_	pcs. =		SCF	Saturation W/S	.054 >	·	pcs. = 4	
	Carrier Routs	.057 x	pcs. =		Entry	Carrier Routs		×		
			pcs. =			3/5-Digit Presort	.081	·	pcs. = \$	
	3-Digit Barcoded	.071 ×	pcs. =	•	1	Basic	.094	×	pcs. = \$	
	3/5-Digit ZIP + 4	.077 ×	ģcs. =	!	1	• •				
	3/5-Digit Present	.061 ×	pcs. = pcs. =	:	1					
	Basic Sarcoded .	.087 ×	pcs. =	<u> </u>	1					
	Secio		pcs. =		1			•		
DOU	Saturation W/S	048 -	pcs. =	•	DOU	Saturation W/S	.049	×	pcs. = \$	
Entry	Carrier Routs		pcs. =		Entry	Carrier Routs	.052	×	pcs. = \$	
Nonforce	2002 5 /2	2214 0- 1	. 1			- More than .20 than 1.0 lb. (10				
	2082 b . {3.				None	Saturation W/S		×	pra - 4	i
None	Saturation W/S Cerrier Routs		pcs. = pcs. =		10000	Dius .		*		
i			pcs. =			Carrier Routs	.009	×	pcs. = \$	·
l	Basic	.125 ×	pcs. =	•	1	plus 3/6-Digit Preson	.341	× -ann	lbs. = \$	32
1					1		.040	: <u>195 </u>	pcs. = \$	66 40
ł					1	plus Besic	.341	×	pcs. = \$	
!					1	plus	.341	Ŷ <u></u>	ibs. = (
				•	BMC	Saturation W/S		×		
BMC	Saturation W/S Carrier Routs		pcs. =		Entry	plus		*===		
			pcs. =			Carrier Routs	.009	×	pcs. = (·
1	Besic	.113 ×	pcs. =	•	.	plus	.283	×	1bs. = 6	·
1				• •	1	3/5-Digit Presor		×		
i						plus Basic		×	lbs. = (
1						Basic plus		×		
l	_	•				-				
SCF	Saturation W/S	.058 ×	pcs. = pcs. =		SCF Entry	Seturation W/S		×		
Entry	Carrier Routs 3/5-Digit Presort		pcs. =			Carrier Route				
1	Besic		pcs.		. [plus	.260	×	fbs. = 1	
	-			_	1	3/5-Digit Prese		×		
i			•			plus Basic		.×		
i			_		1	Basic plus) ×		
						•				
DDU	Saturation W/S	.051"×			. DOU	Saturation W/S		!×		
Entry	Carrier Routs	.058 ×	pcs. ·	• •	- Entry	Carrier Routs		×		
1						plus		7 ×		
⊢—					+	-				, 78.49



UNIT 5

```
1. YES
2. YES
3. NO
4. YES
5. YES

READING -- p.33

1. NO
6. 5
7. Less than 0.3314 lb.
3. YES
4. YES
9. $0.035
5. YES

WRITING -- p.33

(see next page.)
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Statement of Mailing with Meter or Precanceled Postage Affixed Bulk Third-Class Mail (Regular or Nonprofit Rates)

Method of Payment

☑ Meter Postage

☐ Precanceled Stamps

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Module 6

Special Delivery: Pronunciation at Work



Career Resources Development Center 655 Geary Street San Francisco, CA 94102



Project EXCEL is funded by the U.S. Department of Education from March 1991 to September 1992

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INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Ace Mailing, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 26 year-old, non-profit, community-based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Ace Mailing, Inc.

Ace Mailing, Inc. is a direct marketing company which has been in operation for 12 years. The company employs 43 full-time employees and a large pool of part-time and temporary workers. It has made a special effort to hire and promote economically disadvantaged people and LEP workers. Over 90% of its production workers are Hispanic and Filipino.

Ace Mailing, Inc. is recognized as one of the top small businesses in the state of California. The company president, Ms. Gwen Kaplan, is the recipient of this year's "Excellence In Business" award from the S.F. Chamber of Commerce. She was also awarded "The Small Business of the Year" by the California Small Business Administration. Ms. Kaplan is the president of San Francisco's Small Business Commission.

As the company grows, it demands a more sophisticated and skilled workforce to maximize productivity. This translates into workers' ability to read and understand work orders, and to perform job tasks independently. Encouraging the workers to actively participate at the workplace is also a goal of the company. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.



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Curriculum Designed for Ace Mailing, Inc.

The curriculum for Ace Mailing, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct a needs assessment at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at Ace Mailing, Inc. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Ace Mailing, Inc. and received consistent feedback from the Ace Mailing management and workers before the curriculum was finalized. The curriculum consists of 6 modules. The content and objectives of the modules are explained inside each one.



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George Hamilton, Account Executive
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TEACHING GUIDE

Curriculum Design and Description

This curriculum is designed to assess and correct specific areas of difficulty in pronunciation. By starting with the individual sounds of the letters of the alphabet, the teacher can identify which sounds and combinations of sounds are difficult to pronounce and use these to develop lessons. The module focuses on sounds specifically chosen for the Hispanic students at ACE Mailing. Excellent texts have been written on pronunciation difficulties unique to Spanish speakers. The exercises in these texts were adapted for this module, designed for a specific student population with work-related pronunciation needs. Thus, the material was made relevant and contextual at every opportunity.

UNIT 1: The Alphabet

- Part 1
 This exercise is a foundation to the module. It serves to introduce or reinforce the names of the letters. And by going through each of the sounds of the letters one by one, it can reveal problems the students have in pronunciation. Certain combinations of sounds may cause confusion for the students, (i.e. G-J, A-H, E-I-A). These may be highlighted and used in Part 2.
- Part 2
 This exercise focuses on specific letter combinations that may provide difficulties for the students. Letters may be taped, each letter sounded twice. Students provide the correct answers at the end of the exercise. Teacher writes the answers on the board.
- Part 3
 The following exercises, providing practice with names, tie in with Module 4. Exercise 3 may also be taped, each name sounded two or three times. Students write their answers on the board to practice writing, to get them out of their seets and for assistance from classmates in correction.
- Part 4
 Five names are given to the first student to dictate to his partner. Then, five are given to the second to dictate to the first student. The students alternate practice in reading/speaking with listening/writing. They may correct each other within their group.



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UNITS 2,3 and 4: Pronunciation

Acknowledgement: The exercises in Units 2,3 and 4 are adapted from English Pronunciation for Spanish Speakers, Paulette Dale and Lillian Poms, Prentice Hall, 1986.

These units introduce two sounds separately and then provide exercises that combine them. The exercises are very structured so it is important to look for opportunities throughout the lessons to introduce workplace-based communicative activities. The focus of these exercises is on sound production rather than meaning and on learning to recognize letters and letter combinations that form a particular sound. Even so, many opportunities will arise to answer student-generated questions regarding vocabulary and grammar.

In the Listen and Repeat exercises, it is important to include as many words as possible from the worksite. The activity will be more meaningful and relevant to the students, it will reinforce the language they produce while at work, and it will decrease the time spent on explaining new vocabulary items. For material, I incorporate words and phrases that the students may hear and produce at work, relevant cultural notes, and language items taken from previous Modules.

In the exercises that require the students to circle the letters in each word that produce a certain sound, I ask the students to tell me which letters they circled and then write these in columns on the board. This helps reinforce the teaching point that there are different letters and combinations of letters that all produce the same sound. The idea is that the students will learn to look for these familiar cues while reading to aid them in pronunciation.

After the students listen to the dialogues and practice reading them several times, I ask them to pick out the words that contain a certain sound line by line. Each line of the dialogues is numbered for this reason. The words are written on the board and are thus isolated for further pronunciation practice. The students can also make note of these words to take home and practice.

Additional Sources Consulted

Pronunciation Contrasts in English, Don L.F. Nilsen and Alleen Pace Nilsen, Regents Publishing Company, Inc.

Pronunciation Pairs, Ann Baker and Sharon Goldstein, Cambridge University Press, 1990.



OBJECTIVES OF MODULE 6

All of the modules in this series were designed to help employees of ACE Mailing develop communication skills and strategies to improve job performance. Effective communication on the job involves not only understanding co-workers and supervisors but being understood. This module provides exercises to assess and practice areas of difficulty in pronunciation. The exercises are set within a contextual framework that is familiar to the students and will ideally provide them the opportunity to transfer what they learn from the classroom to the workplace.

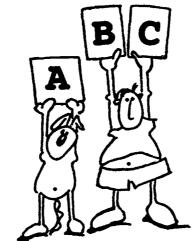
The specific objectives of this module are to:

- 1. identify sounds and combinations of sounds that are difficult for students to pronounce.
- 2. isolate these sounds in a series of Listen and Repeat exercises.
- introduce words from the workplace that contain these sounds.
- provide pronunciation practice in the form of a contextual, workplace-based dialogue.



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UNIT 1: THE ALPHABET



LISTENING/SPEAKING: Listen to your teacher and repeat the names of the letters.

A	В	С	D	E	F	G	H	I	J	K	L	М
27	0	n	0	Ð	c	m	TT	17	w	Y	v	7

LISTENING: Listen and circle the letter you hear.

1. G J 11. G J 12. 2. A H H 13. V P 3. P В V 4. E A 14. E I A I 15. D T 5. D T 16. S ·F 6. S F 7. 17. K K Q 18. N 8. N M 19. C 9. Z C

10.

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V

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V

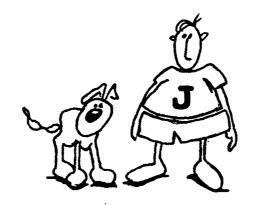
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LISTENING/WRITING:	Listen	and spe	ell the	names yo	u hear.	
1		8.				
2		9.				
3		10.				
4		11.			***********	
5		12.				
6		13.				
7		14.			-	
15.						
LISTENING/WRITING:	Listen	to you	r partn	er and w	rite the	names.
1	<u> </u>					
2						
3						
4.		_				
5	-					
6			_			
7						
8				<u> </u>		
9						



10.

UNIT 2: YELLOW JELLO



LISTENING/SPEAKING: Listen and repeat.

job	edges	age
July	adjust	page
junk	manager	large
jet	dama ged	edge
gym	fragile	package
germ	injure	postage
just	danger	storage
joking	suggestion	orange

LISTENING/SPEAKING: Listen and repeat the following words. circle the letters in each word that have the sound of "J".

January	package	bridge
juice	language	knowledge
June	George	judge
adjust	change	fridge
enjoy	charge	edge

LISTENING/SPEAKING: Listen and repeat.

- 1. Just a moment.
- My job is putting the postage on the package.
 George mailed a large package.
 The permit imprint is at the edge of the package.

- I just finished putting the stickers on the large package.
 Gwen is going to Georgia in July.



LISTEMING: You are mailing a package overseas. Circle the countries or cities that have the "J" sound.

Jerusalem Greece Guatemala Java

England Germany Jamaica Hungary

Greenland Algeria Egypt Japan

China Luxembourg Belgium Argentina

SPEAKING: Practice with a partner. Use the names of the countries from the list above that have the sound of "J".

"Where are you sending this package?" Student A:

"I'm sending the package to _____." Student B:

SPEAKING: Can you think of other words with the sound of "J" to fill in the blanks?

Examples:

Georgetown Julie's house

Angel Island



LISTENING: Listen carefully to the following words. Do you hear the sound of "J"? Circle YES or NO.

Example:		(dàw)	YES	NO
1.	YES	NO		
2	YES	NO		
3.	YES	NO		
4	YES	NO		
5.	YES	ио		
6.	YES	NO		
7.	YES	NO		
8.	YES	NO		
9.	YES	NO		
10.	YES	NO		





GETTING READY: Practice the following words in Spanish that have the sound of "Y".

playa

pollo

hielo

llamar

LISTENING/SPEAKING: Listen and repeat.

yes you yellow use unit onion human cucumber beyond beautiful

year yesterday regular refuse

LISTENING/SPEAKING: Listen and repeat the following words. Then circle the letters in each word that have the sound of "Y".

you

union

uniform

your

California

music

yes

Virginia

cute

yogurt

million

usually

yellow

onion

refuse



LISTENING/SPEAKING: Listen and repeat.

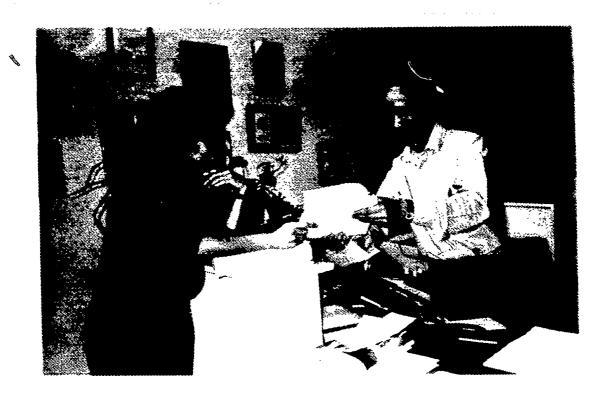
- 1. How are you today?
- 2. Excuse me.
- 3. May I help you?
- 4. Did you get your labels?

- How many years have you worked at ACE? Yesterday we mailed a million packages! The yellow stickers have not yet arrived. 7.
- Do you know how to use the meter machine? 8.
- Do you listen to music when you're working? 9.

LISTENING: Listen carefully to the following words. Do you hear the sound of "J" or the sound of "Y"? Circle J or Y.

Example:		(joke)	3	Y
1.	J	¥		
2	J	Y		
3.	J	Y	٠	
4	J	Y		
5.	J	Y		
6.	J	Y		
7.	J	Y		
8.	J	Y		
9.	J	Y		
10.	J	Y		





SPEAKING: Practice the following dialogues.

Dialogue I

(1) ACE Employee: Hello!

(2) Customer: Hello! How are you?

(3) ACE Employee: Fine. Thanks. And you?

(4) Customer: Great! Is your boss in yet?

(5) ACE Employee: No. She just left.

(6) Customer: Do you know when she'll be back?

(7) ACE Employee: Well, she just went to lunch with Mayor

Jordan.

(8) Customer: I see. Will you tell her I was here?

(9) ACE Employee: Yes. Your name?

(10) Customer: Yolanda Johnson.

(11) ACE Employee: And your telephone number?

(12) Customer: She can reach me at my office on University

Avenue.



Dialogue II

(1) ACE Employee: Excuse me! Do you know where University Avenue

(2) Jogger: Yes, I do. It's just beyond Canyon Street.

(3) ACE Employee: Where is Canyon Street?

(4) Jogger: Do you see the yellow Jeep?

(5) ACE Employee: Yes. It's across from the large schoolyard.

(6) Jogger: Then do you see a Japanese restaurant?

(7) ACE Employee: The Magic Onion! I ate lunch there yesterday!

(8) Jogger: Did you have the gingered yams?

(9) ACE Employee: Yes. And the delicious yellow jello!

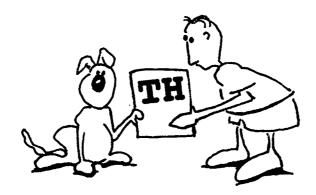
(10) Jogger: You'll see University Avenue from there.

(11) ACE Employee: Thank you for your help. You're very nice.

(12) Jogger: You're welcome. Goodbye.



UNIT 3: THREE TREES



GETTING READY: Form the sound of "TH" by placing your tongue between your teeth. Practice by saying:

THANK YOU.

LISTENING/SPEAKING: Repeat the following words. Place your tongue BETWEEN your teeth for "TH" and BEHIND your teeth for "T".

"TH"	"T"
three	tree
threw	true
thought	taught
thin	tin
thigh	tie
tenth	tent
both	boat

LISTENING: Listen and repeat. Where do you hear the sound of "TH", at the beginning, middle or end?

thumb	bathtub	north
think	toothpaste	south
thirsty	thirty-three	worth
through	two-thousand	month
thousand	birthday	mouth
thigh	anything	length
thanks	something	width
thick	nothing	fourth
thin	healthy	fifth
Thursday		teeth



LISTENING: Listen carefully to the following words. Where do you hear the sound of "TH"? Circle Beginning, Middle or End.

Example:		(thousand)	Beginning	Middle	End
1.	Beginning	Middle	End		
2.	Beginning	Middle	End		
3.	Beginning	Middle	End		
4.	Beginning	Middle	End		
5.	Beginning	Middle	End		
6.	Beginning	Middle	End		
7.	Beginning	Middle	End		
8.	Beginning	Middle	End		
9.	Beginning	Middle	End		
10.	Beginning	Middle	End		

LISTENING: Listen carefully to the following words. Do you hear the sound of "TH" or the sound of "T"? Circle TH or T.

Example:		(thumb)	TH	T
1.	TH	T		
2	TH	T		
3.	TH	T		
4	TH	T		
5.	TH	T		
6.	TH	T		
7.	TH	T		
8.	TH	T		
9.	TH	T		
10.	TH	T		ν,





SPEAKING: Practice the following dialogue.

Dialogue III

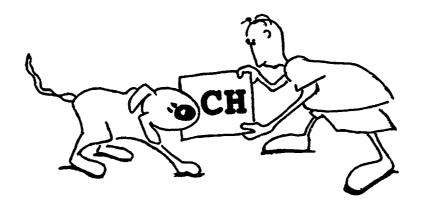
- (1) Receptionist: Good morning. May I help you with something?
- (2) ACE Employee: Is this the Three Trees Import Company?
- (3) Receptionist: Yes, it is.
- (4) ACE Employee: I'm here to see Yolanda Johnson.
- (5) Receptionist: Ms. Johnson isn't in, but I'm Thelma Thornton, her assistant.
- (6) ACE Employee: Pleased to meet you. I'm Ruth from ACE Mailing. I think there is a job for us this month.
- (7) Receptionist: Yes, we have 30 thousand envelopes to mail.
- (8) ACE Employee: Did you say 13 thousand?
- (9) Receptionist: No. 30 thousand. It's a big job.
- (10) ACE Employee: That's the truth! But ACE can mail anything for you. And we're thorough and efficient.
- (11) Receptionist: I thought so. Thank you very much.

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UNIT 4: CHINESE SHOES



GETTING READY: Practice the following Spanish words with the sound of "CH".

chile

chocolate

mucho

ocho

LISTENING/SPEAKING: Listen and repeat the following words. Then circle the letters in each word that have the sound of "CH".

church

suggestion kitchen picture

change

question

watch

culture

much

each

LISTENING: Listen and repeat. Where do you hear the sound of "CH", at the beginning, middle or end?

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chair	teacher	reach
Cheshire	guestion	touch
cheap	kitchen	sandwich
China	picture	batch
cheek	potato chip	which
chew	suggestion	bench
chilly	future	bunch
check	culture	March
change	nature	ouch
charge	matching	lunch

LISTENING: Listen and repeat.

- 1. Watch out!
- 2. Oscar likes cherry pie and chocolate chip cookies.
- 3. How much does the meter machine weigh?
- 4. Olga ate a cheese sandwich for lunch.
- 5. Which labels should I use?
- 6. The Cheshire labels are on the chair.
- 7. The teacher chose Miverva to answer the question.

LISTENING: Listen carefully to the following words. Where do you hear the sound of "CH"? Circle Beginning, Middle or End.

Example:		(chair)	Beginning		Middle	End
1.	Beginning	Mid	ile	End		
2.	Beginning	Mid	dle	End		
3.	Beginning	Mid	dle	End		
4.	Beginning	Mid	dle	End		
5.	Beginning	Mid	dle	End		
6.	Beginning	Mid	dle	End		
7.	Beginning	Mid	dle	End		
8.	Beginning	Mid	dle	End		
9.	Beginning	Mid	dle	End		
10.	Beginning	Mid	ldle	End		





GETTING READY: The sound of "SH" may be a new sound for you. Practice by saying:

shoe

machine

English

LISTENING/SPEAKING: Listen and repeat.

shut

special

fish

sure

delicious

rush

shop

mushroom

cash

shipment

ocean

push

shipper

insure

brush

she

tissue

wish

shelf

machine

finish

shiny

conversation

Spanish

shape

caution

English

information

vacation

production

SPEAKING: Now, say each word above and circle the letters in each word that have the sound of "SH".

LISTENING/SPEAKING: Listen and repeat.

- Shut off the machine. 1.
- I wish you would fix the meter machine. 2.
- 3. I speak English and Spanish.
- Send this package to Chicago. 4.
- Will you share your lunch with Olga? 5.
- Are you finished putting on the Cheshire labels? 6.
- After work I'm going shopping for a new shirt. I am too short to reach the meter machine. 7.
- 8.

LISTENING/SPEAKING: Listen and repeat.

chair - share	cheap - sheep
cheat - sheet	cheese - she's
chew - shoe	chip - ship
choose - shoes	chop - shop
which - wish	catch - cash
witch - wish	watch - wash

LISTENING: Listen carefully to the following words. Do you hear the sound of "CH" or the sound of "SH"? Circle CH or SH.

Example:		(machine)	СН	SH
1.	СН	SH		
2	СН	SH		
3.	СН	SH		
4	CH	SH		
5.	CH	SH		
6.	СН	SH		
7.	CH	SH		
8.	CH	SH		
9.	CH	SH		
10.	СН	SH		







SPEAKING: Practice the following dialogue.

Dialogue IV

() concomor com morning to the common production	(1)	Customer:	Good morning.	Yolanda	Johnson	speaking
---	-----	-----------	---------------	---------	---------	----------

(2)	ACE Employee:	Good	morning.	This	is	Mitchel	with	ACE
		Mailir	T TreM	holn wa	112			

(3)	Customer:	We received a shipment of Chinese shoes. And
		we want to mail a special promotion to reach all sections of the city.

- (4) ACE Employee: May I make a suggestion? You should print the brochures in Spanish and English.
- (5) Customer: Great idea! Is there an additional charge for a rush order?
- (6) ACE Employee: This will be ready on Thursday for no extra charge.
- (7) Customer: I wish everyone were as efficient as ACE Mailing! I'm sure glad this is finished. Now I'm going on a short vacation!
- (8) ACE Employee: Where are you going?
- (9) Customer: I'm going shopping in Chicago.
- (10) ACE Employee: You should check the temperatures. It can be chilly there in March.



<u>Module 6</u> Listening Script and Answer Key



Unit 1: The Alphabet

Listening (page 1)

1.	G	11.	J
2.	H	12.	A
3.	V	13.	В
4.	E	14.	A
5.	D	15.	T
6.	F	16.	S
7.	K	17.	Q
8.	M	18.	N
9.	Z	19.	C
10.	U	20.	W

Listening/Writing (page 2)

1.	ALICE	8.	JANICE
2.	ELISSA	9.	GWEN
3.	ELAINE	10.	EDWIN
4.	ALLEN	11.	WALTER
5.	HENRY	12.	BETTY
6.	TAMARA	13.	STEPHEN
7.	RICHARD	14.	MONICA
		15.	HELEN

Listening/Writing (page 2)

1.	MICHAEL	6.	FRANCES
2.	CHRISTINE	7.	CATHERINE
3.	JENNIFER	8.	CHRISTOPHER
4.	LAUREN	9.	JEFFREY
5.	TERRY	10.	WILLIAM

Unit 2: Yellow Jello

Listening/Speaking (page 3)

Column 1	Column 2	Column 3
- i-	-a-	-dg-

Listening (page 4)

Java Jerusalem Germany Jamaica

Japan Algeria Egypt

Belgium Argentina

Listening (page 5)

YES (July) 1. (yellow) NO 2. NO 3. (yes) 4. (large) YES (postage) YES (danger) YES 5. YES 6. NO (your) 7. NO 8. (inches)

9. (January) YES 10. (choose) NO

Listening/Speaking (page 6)

Column 1 Column 2 Column 3

-y
-io
-ia-

Listening (page 7)

(your) Y 1. 2. (joke) 3. (package) J Y 4. (yellow) (year) 5. Y Y 6. (unit) (jello) J 7. J 8. (jail) (jet) J 9. Y 10. (use)



Unit 3: Three Trees

Listening (page 10)

Column 1 Column 2 Column 3

Beginning Middle End

Listening (page 11)

(thank) Beginning 1. (something) Middle 2. Beginning 3. (thumb) 4. (tenth) End 5. (month) End Middle (toothbrush) 6. (thoughtful) Beginning 7. (nothing) Middle 8.

9. (both) End 10. (thin) Beginning

Listening (page 11)

T 1. (tree) TH 2. (math) 3. (booth) TH TH 4. (month) **5.** (tin) T TH (Thursday) 6. T (tent) 7. \mathbf{T} 8. (sheet) 9. (both) TH 10. (something) TH

Unit 4: Chinese Shoes

Listening/Speaking (page 13)

Column 1 Column 2 Column 3 Column 4
-ch- -ti- -tch- -tu-

Listening (page 13)

Column 1 Column 2 Column 3

Beginning Middle End

Listening (page 14)

End (catch) Middle (teacher) 2. End 3. (ouch) Beginning 4. (change) End 5. (sandwich) Beginning (chocolate) 6. Middle (kitchen) 7. End 8. (March) (chicken) Beginning 9. End 10. (watch)

Speaking (page 15)

Column 1 Column 2 Column 3

-sh-s-sh-ce-s--ss-ch-ti-

Listening (page 16)

SH 1. (shop). SH 2. (shoe) 3. (switch) CH CH 4. (chose) SH (shipper) 5. CH 6. (China) SH 7. (sheet) (production) SH 8. CH 9. (catch) 10. (wish) SH